

**Introduced by Senator Simitian**

February 22, 2005

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An act to amend, repeal, and add Sections 406, 44305, 44308, 44383, 44386, 44393, 44395, 44396, 44503, 44507, 52272, 99220, 99221, 99222, 99223, 99224, 99225, and 99226 of, to amend, renumber, and repeal Section 44731 of, to add Chapter 3.8 (commencing with Section 44790) to Part 25 of, to add and repeal Section 44730 of, and to repeal Sections 44384, 44505, 44506, and 99227 of, the Education Code, relating to teacher development.

**LEGISLATIVE COUNSEL'S DIGEST**

SB 1072, as introduced, Simitian. Teacher Support and Development Act of 2006.

Existing law establishes various grant programs designed to promote the development of teachers in specific areas, and professional development institutes developed by the University of California, the California State University, and private, independent universities in California.

This bill would consolidate the funding for many of those programs and would establish the Teacher Support and Development Act of 2006 to provide flexible professional development block grants to school districts. The bill would require the Superintendent of Public Instruction to annually award the block grants from funding provided in the annual Budget Act. The bill would provide for the block grant amounts to be calculated according to a specified formula and would require a school district to demonstrate that its staff development programs meet specified criteria prior to receiving a block grant.

The bill would require the State Department of Education to conduct an evaluation to assess the impact of the act on teacher quality and pupil improvement and would require an interim report to be

submitted to the Governor and the Legislature no later than January 1, 2008, and a final report to be submitted no later than January 1, 2010.

The changes made by the bill would become operative on July 1, 2006.

Vote: majority. Appropriation: no. Fiscal committee: yes.  
State-mandated local program: no.

*The people of the State of California do enact as follows:*

1 SECTION 1. Section 406 of the Education Code is amended  
2 to read:

3 406. (a) The Regents of the University of California are  
4 requested to authorize the President of the University of  
5 California or his or her designee to jointly develop English  
6 Language Development Professional Institutes with the  
7 Chancellor of the California State University, the Chancellor of  
8 the California Community Colleges, the independent colleges  
9 and universities, and the Superintendent of Public Instruction, or  
10 their designees. In order to provide maximum access, the  
11 institutes shall be offered at sites widely distributed throughout  
12 the state, ~~which~~ *that* shall include, *but not be limited to*, programs  
13 offered through instructor-led, interactive online courses, in  
14 accordance with existing state law. In order to maximize access  
15 to teachers and administrators who may be precluded from  
16 participating in an onsite institute due to geographical, physical,  
17 or time constraints, each institute shall accommodate at least 5  
18 percent of the participants through existing state approved online  
19 instructor-led courses, programs, or both. The California subject  
20 matter projects, an intersegmental, discipline-based professional  
21 development network administered by the University of  
22 California, is requested to be the organizing entity for the  
23 institutes and followup programs.

24 (b) (1) Commencing in the 1999–2000 academic year, the  
25 institutes shall provide instruction for school teams from each  
26 school participating in the program established pursuant to this  
27 chapter. Commencing in the 2000–01 academic year, the  
28 institutes may provide instruction for school teams serving  
29 English language learners in kindergarten and grades 1 to 12,  
30 inclusive. A school team shall include teachers who do not hold  
31 crosscultural or bilingual-crosscultural certificates or their

1 equivalents, teachers who hold those certificates or their  
2 equivalents, and a schoolsite administrator. The majority of the  
3 team shall be teachers who do not hold those crosscultural  
4 certificates or their equivalents. If the participating school team  
5 employs instructional assistants who provide instructional  
6 services to English language learners, the team may include these  
7 instructional assistants.

8 (2) Commencing in July 2000, the English Language  
9 Development Institutes shall provide instruction to an additional  
10 10,000 participants. These participants shall be in addition to the  
11 5,000 participants authorized as of January 1, 2000. Commencing  
12 July 2001, and each fiscal year thereafter, the number of  
13 participants receiving instruction through the English Language  
14 Development Institutes shall be specified in the annual Budget  
15 Act.

16 (3) Criteria and priority for selection of participating school  
17 teams shall include, but not necessarily be limited to, all of the  
18 following:

19 (A) Schools whose pupils' reading scores are at or below the  
20 40th percentile on the English language arts portion of the  
21 achievement test authorized by Section 60640.

22 (B) Schools in which a high percentage of pupils score below  
23 grade level on the English language development assessment  
24 authorized by Section 60810, when it is developed.

25 (C) Schools with a high number of new, underprepared, and  
26 noncredentialed teachers. Underprepared teachers shall be  
27 defined as teachers who do not possess a crosscultural or  
28 bilingual-crosscultural certificate, or their equivalents.

29 (D) Schools in which the enrollment of English language  
30 learners exceeds 25 percent of the total school enrollment.

31 (E) Schools with a full complement of team members as  
32 described in paragraph (1).

33 (4) In any fiscal year, if funding is inadequate to accommodate  
34 the participation of all eligible school teams, first priority shall be  
35 given to schools meeting the criteria set forth in subparagraph  
36 (C) of paragraph (3).

37 (c) Each team member who satisfactorily completes an  
38 institute authorized by this section shall receive a stipend,  
39 commensurate with the duration of the institute, of not less than

1 one thousand dollars (\$1,000) nor more than two thousand  
2 dollars (\$2,000), as determined by the University of California.

3 (d) Instruction provided by the institutes shall be consistent  
4 with state-adopted academic content standards and with the  
5 English language development standards adopted pursuant to  
6 Section 60811.

7 (e) (1) Instruction at the institutes shall consist of an intensive,  
8 sustained training period of no less than 40 hours nor more than  
9 80 hours during the summer or during an intersession break or an  
10 equivalent instructor-led, online course and shall be  
11 supplemented during the following school year with no fewer  
12 than 80 hours nor more than 120 hours of instruction and  
13 schoolsite meetings, held on at least a monthly basis, to focus on  
14 the academic progress of English language learners at that  
15 school.

16 (2) Instruction at the institutes shall be of sufficient scope,  
17 depth, and duration to fully equip instructional personnel to offer  
18 a comprehensive and rigorous instructional program for English  
19 language learners and to assess pupil progress so these pupils can  
20 meet the academic content and performance standards adopted  
21 by the State Board of Education. The instruction shall be  
22 designed to increase the capacity of teachers and other school  
23 personnel to provide and assess standards-based instruction for  
24 English language learners.

25 (3) The instruction shall be multidisciplinary and focus on  
26 instruction in disciplines for which the State Board of Education  
27 has adopted academic content standards. The instruction shall  
28 also be research-based and provide effective models of  
29 professional development in order to ensure that instructional  
30 personnel increase their skills, at a minimum, in all of the  
31 following:

32 (A) Literacy instruction and assessment for diverse pupil  
33 populations, including instruction in the teaching of reading that  
34 is research-based and consistent with the balanced,  
35 comprehensive strategies required under Section 44757.

36 (B) English language development and second language  
37 acquisition strategies.

38 (C) Specially designed instruction and assessment in English.

39 (D) Application of appropriate assessment instruments to  
40 assess language proficiency and utilization of benchmarks for

1 reclassification of pupils from English language learners to fully  
2 English proficient.

3 (E) Examination of pupil work as a basis for the alignment of  
4 standards, instruction, and assessment.

5 (F) Use of appropriate instructional materials to assist English  
6 language learners to attain academic content standards.

7 (G) Instructional technology and its integration into the school  
8 curriculum for English language learners.

9 (H) Parent involvement and effective practices for building  
10 partnerships with parents.

11 (f) It is the intent of the Legislature that a local educational  
12 agency or postsecondary institution that offers an accredited  
13 program of professional preparation consider providing partial  
14 and proportional credit toward satisfaction of the course  
15 requirements to an enrolled candidate who satisfactorily  
16 completes a California English Language Development Institute  
17 program if the program has been certified by the Commission on  
18 Teacher Credentialing as meeting preparation standards.

19 ~~(g) Nothing in this~~ This section shall be construed to does not  
20 prohibit a team member from attending an institute authorized by  
21 this section in more than one academic year.

22 (h) This section shall not apply to the University of California  
23 unless and until the Regents of the University of California act,  
24 by resolution, to make it applicable.

25 (i) *This section shall become inoperative on July 1, 2006, and,*  
26 *as of January 1, 2007, is repealed, unless a later enacted statute,*  
27 *that becomes operative on or before January 1, 2007, deletes or*  
28 *extends the dates on which it becomes inoperative and is*  
29 *repealed.*

30 SEC. 2. Section 406 is added to the Education Code, to read:

31 406. (a) The Regents of the University of California are  
32 requested to authorize the President of the University of  
33 California or his or her designee to jointly develop English  
34 Language Development Professional Institutes with the  
35 Chancellor of the California State University, the Chancellor of  
36 the California Community Colleges, the independent colleges  
37 and universities, and the Superintendent, or their designees. In  
38 order to provide maximum access, the institutes shall be offered  
39 at sites widely distributed throughout the state, that shall include,  
40 but not be limited to, programs offered through instructor-led,

1 interactive online courses, in accordance with existing state law.  
2 In order to maximize access to teachers and administrators who  
3 may be precluded from participating in an onsite institute due to  
4 geographical, physical, or time constraints, each institute shall  
5 accommodate at least 5 percent of the participants through  
6 existing state approved online instructor-led courses, programs,  
7 or both. The California subject matter projects, an  
8 intersegmental, discipline-based professional development  
9 network administered by the University of California, is  
10 requested to be the organizing entity for the institutes and  
11 followup programs.

12 (b) Commencing in the 1999–2000 academic year, the  
13 institutes shall provide instruction for school teams from each  
14 school participating in the program established pursuant to this  
15 chapter. Commencing in the 2000–01 academic year, the  
16 institutes may provide instruction for school teams serving  
17 English language learners in kindergarten and grades 1 to 12,  
18 inclusive. A school team shall include teachers who do not hold  
19 crosscultural or bilingual-crosscultural certificates or their  
20 equivalents, teachers who hold those certificates or their  
21 equivalents, and a schoolsite administrator. The majority of the  
22 team shall be teachers who do not hold those crosscultural  
23 certificates or their equivalents. If the participating school team  
24 employs instructional assistants who provide instructional  
25 services to English language learners, the team may include these  
26 instructional assistants.

27 (c) Each team member who satisfactorily completes an  
28 institute authorized by this section shall receive a stipend,  
29 commensurate with the duration of the institute, of not less than  
30 one thousand dollars (\$1,000) nor more than two thousand  
31 dollars (\$2,000).

32 (d) Instruction provided by the institutes shall be consistent  
33 with state-adopted academic content standards and with the  
34 English language development standards adopted pursuant to  
35 Section 60811.

36 (e) (1) Instruction at the institutes shall consist of an intensive,  
37 sustained training period of no less than 40 hours nor more than  
38 80 hours during the summer or during an intersession break or an  
39 equivalent instructor-led, online course and shall be  
40 supplemented during the following school year with no fewer

1 than 80 hours nor more than 120 hours of instruction and  
2 schoolsite meetings, held on at least a monthly basis, to focus on  
3 the academic progress of English language learners at that  
4 school.

5 (2) Instruction at the institutes shall be of sufficient scope,  
6 depth, and duration to fully equip instructional personnel to offer  
7 a comprehensive and rigorous instructional program for English  
8 language learners and to assess pupil progress so these pupils can  
9 meet the academic content and performance standards adopted  
10 by the State Board of Education. The instruction shall be  
11 designed to increase the capacity of teachers and other school  
12 personnel to provide and assess standards-based instruction for  
13 English language learners.

14 (3) The instruction shall be multidisciplinary and focus on  
15 instruction in disciplines for which the State Board of Education  
16 has adopted academic content standards. The instruction shall  
17 also be research-based and provide effective models of  
18 professional development in order to ensure that instructional  
19 personnel increase their skills, at a minimum, in all of the  
20 following:

21 (A) Literacy instruction and assessment for diverse pupil  
22 populations, including instruction in the teaching of reading that  
23 is research-based and consistent with the balanced,  
24 comprehensive strategies required under Section 44757.

25 (B) English language development and second language  
26 acquisition strategies.

27 (C) Specially designed instruction and assessment in English.

28 (D) Application of appropriate assessment instruments to  
29 assess language proficiency and utilization of benchmarks for  
30 reclassification of pupils from English language learners to fully  
31 English proficient.

32 (E) Examination of pupil work as a basis for the alignment of  
33 standards, instruction, and assessment.

34 (F) Use of appropriate instructional materials to assist English  
35 language learners to attain academic content standards.

36 (G) Instructional technology and its integration into the school  
37 curriculum for English language learners.

38 (H) Parent involvement and effective practices for building  
39 partnerships with parents.

(f) It is the intent of the Legislature that a local educational agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of the course requirements to an enrolled candidate who satisfactorily completes a California English Language Development Institute program if the program has been certified by the Commission on Teacher Credentialing as meeting preparation standards.

(g) This section does not prohibit a team member from attending an institute authorized by this section in more than one academic year.

(h) This section does not apply to the University of California unless and until the Regents of the University of California act, by resolution, to make it applicable.

(i) This section shall become operative on July 1, 2006.

SEC. 3. Section 44305 of the Education Code is amended to read:

44305. (a) As resources are available to school districts to provide services to any preintern pursuant to this article, the commission may issue a preintern teaching certificate instead of an emergency multiple subject permit to an individual employed by a school district approved by the commission who meets the minimum requirements set by the commission. When resources remain after funding preinterns pursuing multiple subject emergency permits, the commission may issue a preintern teaching certificate instead of an emergency single subject permit or an emergency education specialist instruction permit to an individual employed by a school district approved by the commission who meets the minimum requirements set by the commission. In implementing the Pre-Internship Teaching Program, the commission shall consult with representatives of the ~~State Department of Education~~ *department*, classroom teachers, school administrators, other school employees, parents, school board members, and institutions of higher education.

(b) The preintern teaching certificate issued by the commission shall be valid for one year, but may be renewed for one additional year if the holder takes the appropriate subject matter examination required under Section 44282 or is enrolled in a subject matter program approved by the commission on the basis of standards of program quality and effectiveness pursuant



1 to Article 6 (commencing with Section 44310). A preintern  
2 teacher who passes the subject matter examination or completes  
3 a subject matter program in the first or second year of his or her  
4 preintern teaching shall enroll in a district or university teaching  
5 internship or other approved university teaching credential  
6 program. A preintern teaching certificate may be renewed for a  
7 third year if the employing school district, the cooperating  
8 college or university, and the preintern support the application  
9 for renewal.

10 (c) The minimum requirements for the preintern teaching  
11 certificate established by the commission shall include all of the  
12 following:

13 (1) A baccalaureate or higher degree conferred by a regionally  
14 accredited institution of higher education.

15 (2) Passage of the basic skills proficiency test as provided for  
16 in Section 44252.

17 (3) The number of units, as set by the commission, for the  
18 multiple subject or single subject preintern teaching certificate.

19 (4) The number of units in education or the number of years of  
20 experience in special education, as set by the commission, for the  
21 education specialist instruction preintern teaching certificate.

22 (d) The commission shall establish criteria for the approval of  
23 preintern teaching programs. The criteria shall include, but *is are*  
24 not limited to, all of the following:

25 (1) Demonstrated need, as indicated by the percentage of  
26 teachers in the district that have not completed basic credential  
27 requirements pursuant to state law.

28 (2) The quality of the preparation, support, and assistance to  
29 be provided to teaching preinterns.

30 (3) Cost-effectiveness, including the number of preinterns to  
31 be served.

32 (4) Collaboration between district administrators and  
33 experienced teachers with permanent status in the development  
34 of the plan.

35 (5) District and college or university collaboration to ensure  
36 availability of courses needed by preintern teachers.

37 (6) Preintern preparation content, including lesson planning,  
38 classroom management and organization, and a schedule for  
39 delivering the preparation, with a focus on beginning the

1 preparation before or during the first semester of the  
2 preinternship.

3 (7) The role of personnel, including experienced teachers with  
4 permanent status, in the delivery of preintern preparation and  
5 support.

6 (8) That no later than the second year of employment the  
7 program for each preintern shall reflect the California Standards  
8 for the Teaching Profession jointly developed by the commission  
9 and the ~~State Department of Education~~ department.

10 (9) Approval of the district plan by the governing board of the  
11 school district.

12 (e) In establishing criteria for review of preintern teaching  
13 programs pursuant to subdivision (d), the commission shall make  
14 every effort to recognize effective district programs for the  
15 support and development of emergency permit teachers in  
16 operation before July 1, 1998, as meeting the preintern teaching  
17 program criteria.

18 (f) A school district may apply to the commission for funding  
19 under this article. Based on the criteria in subdivision (d),  
20 developed pursuant to the consultation process required by  
21 subdivision (a), the commission shall determine which applicants  
22 are approved for funding. If funds are provided for this act from  
23 the federal Goals 2000: Educate America Act (P.L. 103-227), the  
24 commission shall transmit a list of approved applicants to the  
25 ~~State Department of Education~~ which department. The  
26 department shall award grants in a timely manner exclusively to  
27 those school districts that the commission has approved for  
28 funding, in the amounts listed, with no school district receiving  
29 more than two thousand dollars (\$2,000) per preintern employed  
30 by the school district.

31 (g) *This section shall become inoperative on July 1, 2006, and,*  
32 *as of January 1, 2007, is repealed, unless a later enacted statute,*  
33 *that becomes operative on or before January 1, 2007, deletes or*  
34 *extends the dates on which it becomes inoperative and is*  
35 *repealed.*

36 SEC. 4. Section 44305 is added to the Education Code, to  
37 read:

38 44305. (a) The commission may issue a preintern teaching  
39 certificate instead of an emergency multiple subject permit to an  
40 individual employed by a school district approved by the

1 commission who operates a preintern teaching program pursuant  
2 to this article if the individual meets the minimum requirements  
3 set by the commission.

4 (b) The preintern teaching certificate issued by the  
5 commission shall be valid for one year, but may be renewed for  
6 one additional year if the holder takes the appropriate subject  
7 matter examination required under Section 44282 or is enrolled  
8 in a subject matter program approved by the commission on the  
9 basis of standards of program quality and effectiveness pursuant  
10 to Article 6 (commencing with Section 44310). A preintern  
11 teacher who passes the subject matter examination or completes  
12 a subject matter program in the first or second year of his or her  
13 preintern teaching shall enroll in a district or university teaching  
14 internship or other approved university teaching credential  
15 program. A preintern teaching certificate may be renewed for a  
16 third year if the employing school district, the cooperating  
17 college or university, and the preintern support the application  
18 for renewal.

19 (c) The minimum requirements for the preintern teaching  
20 certificate established by the commission shall include all of the  
21 following:

22 (1) A baccalaureate or higher degree conferred by a regionally  
23 accredited institution of higher education.

24 (2) Passage of the basic skills proficiency test as provided for  
25 in Section 44252.

26 (3) The number of units, as set by the commission, for the  
27 multiple subject or single subject preintern teaching certificate.

28 (4) The number of units in education or the number of years of  
29 experience in special education, as set by the commission, for the  
30 education specialist instruction preintern teaching certificate.

31 (d) The commission shall establish criteria for the approval of  
32 preintern teaching programs. The criteria shall include, but is not  
33 limited to, all of the following:

34 (1) Demonstrated need, as indicated by the percentage of  
35 teachers in the district that have not completed basic credential  
36 requirements pursuant to state law.

37 (2) The quality of the preparation, support, and assistance to  
38 be provided to teaching preinterns.

39 (3) Cost-effectiveness, including the number of preinterns to  
40 be served.

1 (4) Collaboration between district administrators and  
2 experienced teachers with permanent status in the development  
3 of the plan.

4 (5) District and college or university collaboration to ensure  
5 availability of courses needed by preintern teachers.

6 (6) Preintern preparation content, including lesson planning,  
7 classroom management and organization, and a schedule for  
8 delivering the preparation, with a focus on beginning the  
9 preparation before or during the first semester of the  
10 preinternship.

11 (7) The role of personnel, including experienced teachers with  
12 permanent status, in the delivery of preintern preparation and  
13 support.

14 (8) That no later than the second year of employment the  
15 program for each preintern shall reflect the California Standards  
16 for the Teaching Profession jointly developed by the commission  
17 and the department.

18 (9) Approval of the district plan by the governing board of the  
19 school district.

20 (e) In establishing criteria for review of preintern teaching  
21 programs pursuant to subdivision (d), the commission shall make  
22 every effort to recognize effective district programs for the  
23 support and development of emergency permit teachers in  
24 operation before July 1, 1998, as meeting the preintern teaching  
25 program criteria.

26 (f) A school district may operate a preintern teaching program  
27 using funds from the professional development block grant made  
28 available pursuant to the Teacher Support and Development Act  
29 of 2006 (Chapter 3.8 (commencing with Section 44790)). No  
30 school district may expend for the preintern teaching program  
31 more than two thousand dollars (\$2,000) per preintern employed  
32 by the school district.

33 (g) This section shall become operative on July 1, 2006.

34 SEC. 5. Section 44308 of the Education Code is amended to  
35 read:

36 44308. (a) Funding for the purposes of administering the  
37 program established pursuant to this article is contingent upon an  
38 appropriation in the Budget Act or other act.

39 (b) It is the intent of the Legislature that federal funding  
40 provided to the ~~State Department of Education~~ *department* and

the Commission on Teacher Credentialing in Item 6110-001-0890 and Item 6360-001-0407 be adjusted to provide direct funding for the Commission on Teacher Credentialing for the purposes of the Pre-Internship Teaching Program and the California *School* Paraprofessional Teacher Training Program. The Department of Finance shall make those adjustments using authority of Section 1.50 of the Budget Act of 1997.

(c) If funds are provided for this act from the federal Goals 2000: Educate America Act (P.L. 103-227) and if the provisions of this article do not meet the requirements of that federal act, the ~~State Department of Education~~ *department* shall be held harmless for any fiscal penalty exacted by the federal government for the expenditures made by local ~~education~~ *educational* agencies or for state operations.

*(d) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.*

SEC. 6. Section 44308 is added to the Education Code, to read:

44308. (a) Funding for the purposes of administering the program established pursuant to this article is contingent upon an appropriation in the annual Budget Act for the purposes of the professional development block grant established pursuant to the Teacher Support and Development Act of 2006 (Chapter 3.8 (commencing with Section 44790)).

(b) It is the intent of the Legislature that federal funding provided to the department and the Commission on Teacher Credentialing in Item 6110-001-0890 and Item 6360-001-0407 be adjusted to provide direct funding for the Commission on Teacher Credentialing for the purposes of the Pre-Internship Teaching Program and the California School Paraprofessional Teacher Training Program. The Department of Finance shall make those adjustments using authority of Section 1.50 of the Budget Act of 1997.

(c) This section shall become operative on July 1, 2006.

SEC. 7. Section 44383 of the Education Code is amended to read:

1 44383. (a) School districts or county offices of education  
2 operating, or that propose to operate, an alternative certification  
3 program pursuant to this article, may apply to the Commission on  
4 Teacher Credentialing for incentive grant funding that has been  
5 appropriated for the purposes of this article.

6 (b) *This section shall become inoperative on July 1, 2006, and,*  
7 *as of January 1, 2007, is repealed, unless a later enacted statute,*  
8 *that becomes operative on or before January 1, 2007, deletes or*  
9 *extends the dates on which it becomes inoperative and is*  
10 *repealed.*

11 SEC. 8. Section 44383 is added to the Education Code, to  
12 read:

13 44383. (a) School districts or county offices of education  
14 operating, or that propose to operate, an alternative certification  
15 program pursuant to this article, may use funding from the  
16 professional development block grant made available pursuant to  
17 the Teacher Support and Development Act of 2006 (Chapter 3.8  
18 (commencing with Section 44790)).

19 (b) This section shall become operative on July 1, 2006.

20 SEC. 9. Section 44384 of the Education Code is repealed.

21 ~~44384. An alternative certification program that receives grant~~  
22 ~~funding pursuant to this article shall be operated pursuant to~~  
23 ~~either Article 7.5 (commencing with Section 44325) of this~~  
24 ~~chapter or Article 3 (commencing with Section 44450) of~~  
25 ~~Chapter 3, or both. The commission shall encourage, and may~~  
26 ~~provide funding to, programs that include innovative training,~~  
27 ~~assessment, or support models and strategies that have the~~  
28 ~~potential of improving the quality of the teaching force. The~~  
29 ~~commission shall encourage collaboration among school districts~~  
30 ~~in funding alternative certification programs.~~

31 SEC. 10. Section 44386 of the Education Code is amended to  
32 read:

33 44386. (a) From funds appropriated for the purposes of this  
34 article, the Commission on Teacher Credentialing shall award  
35 incentive grants to qualifying school districts or county offices of  
36 education. Each school district or county office of education that  
37 receives a grant shall provide matching funds from any available  
38 source in an amount equal to 50 percent of the cost of the  
39 alternative certification program. Grants shall be awarded by the  
40 commission for the remaining 50 percent of the cost of the

alternative certification program, but in no event shall the grant amount awarded to any school district or county office of education exceed two thousand five hundred dollars (\$2,500) per intern per year, except that the commission may require a lesser local contribution, or provide a larger grant per intern per year, in hardship cases.

(b) Participants in a district intern program conducted pursuant to Article 7.5 (commencing with Section 44325) or in an intern program conducted pursuant to Article 3 (commencing with Section 44450) of Chapter 3, who have received a preliminary credential and who are receiving funding for participating in an induction program pursuant to Article 4.5 (commencing with Section 44279.1) are not eligible for funding under this section.

(c) As determined by the Commission on Teacher Credentialing, funds appropriated in the annual Budget Act for the alternative certification program may also be made available for expenditure on the Pre-Internship Teaching Program authorized pursuant to Article 5.6 (commencing with Section 44305).

*(d) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.*

SEC. 11. Section 44386 is added to the Education Code, to read:

44386. (a) Each school district or county office of education that uses funds from the professional development block grant made available pursuant to the Teacher Support and Development Act of 2006 (Chapter 3.8 (commencing with Section 44790)) for purposes of this article shall provide matching funds from any available source in an amount equal to 50 percent of the cost of the alternative certification program. The amount of funding provided by a school district or county office of education shall not exceed two thousand five hundred dollars (\$2,500) per intern per year, except that the school district or county office of education may require a lesser local contribution, or provide a larger grant per intern per year, in hardship cases.

(b) Participants in a district intern program conducted pursuant to Article 7.5 (commencing with Section 44325) or in an intern program conducted pursuant to Article 3 (commencing with Section 44450) of Chapter 3, who have received a preliminary credential and who are receiving funding for participating in an induction program pursuant to Article 4.5 (commencing with Section 44279.1) are not eligible for funding under this section.

(c) This section shall become operative on July 1, 2006.

SEC. 12. Section 44393 of the Education Code is amended to read:

44393. (a) The California School Paraprofessional Teacher Training Program is hereby established for the purpose of recruiting paraprofessionals to participate in a program designed to encourage them to enroll in teacher training programs and to provide instructional service as teachers in the public schools.

(b) The Commission on Teacher Credentialing, in consultation with the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, the chancellors of private institutions of higher education that offer accredited teacher training programs, and representatives of certificated and classified employee organizations, shall select 24 or more school districts or county offices of education representing rural, urban, and suburban areas that apply to participate in the program. The commission shall ensure that, at a minimum, a total of 600 school paraprofessionals are recruited from among the 24 or more participating school districts or county offices of education. The criteria adopted by the commission for the selection of school districts or county offices of education to participate in the program shall include all of the following:

(1) The extent to which the applicant school district or county office of education demonstrates the capacity and willingness to accommodate the participation of school paraprofessionals of the school in teacher training programs conducted at institutions of higher education.

(2) The extent to which the applicant's plan for the implementation of its recruitment program involves the active participation of one or more local campuses of the participating institutions of higher education in the development of coursework and teaching programs for participating school



1 paraprofessionals. Each selected school district or county office  
2 of education shall be required to enter into a written articulation  
3 agreement with the participating campuses of the institutions of  
4 higher education.

5 (3) The extent to which the applicant's plan for recruitment  
6 attempts to meet the demand for bilingual-crosscultural teachers.

7 (4) The extent to which the applicant's plan for recruitment  
8 attempts to meet the demand for multiple subject credentialed  
9 teachers interested in teaching kindergarten or any of grades 1 to  
10 3, inclusive. For purposes of this paragraph, each  
11 paraprofessional selected to participate shall have completed at  
12 least two years of undergraduate college or university  
13 coursework and shall have demonstrated an interest in obtaining  
14 a multiple subject teaching credential for teaching kindergarten  
15 or any of grades 1 to 3, inclusive.

16 (5) The extent to which the applicant's plan for recruitment  
17 attempts to meet the demand for special education teachers.

18 (6) The extent to which the applicant's plan for recruitment  
19 includes a developmentally sequenced series of job descriptions  
20 that lead from an entry-level school paraprofessional position to  
21 an entry-level teaching position in that school district or county  
22 office of education.

23 (7) The extent to which the applicant's plan for recruitment  
24 attempts to meet its own specific teacher needs.

25 (8) The extent to which the applicant's plan for  
26 implementation of its recruitment program involves participation  
27 in a district internship program pursuant to Sections 44325,  
28 44326, 44327, 44328, and 44830.3 or a university internship  
29 program pursuant to Article 3 (commencing with Section 44450)  
30 of Chapter 3.

31 (c) Each selected school district or county office of education  
32 shall provide information and assistance to each school  
33 paraprofessional it recruits under the program regarding  
34 admission to a teacher training program.

35 (d) (1) The school district or county office of education shall  
36 recruit and organize groups, or "cohorts," of school  
37 paraprofessionals, of no more than 30, and no less than 10, in  
38 each cohort. Cohorts shall be organized to consist of school  
39 paraprofessionals having approximately equal academic  
40 experience and qualifications, as determined by the school

1 district or county office of education. To the extent possible, the  
2 members of each cohort shall proceed through the same subject  
3 matter and credential programs. The members of each cohort  
4 shall enroll in the same campus and shall be provided by the  
5 school district or county office of education with appropriate  
6 support and information throughout the course of their studies.

7 (2) Each school district or county office of education shall  
8 certify that it has received a commitment from each member of a  
9 cohort that he or she will accomplish all of the following:

10 (A) Graduate from an institution of higher education under the  
11 program with a bachelor's degree.

12 (B) Complete all of the requirements for and obtain a multiple  
13 subject, single subject, or education specialist teaching  
14 credential.

15 (C) Complete one school year of classroom instruction in the  
16 district or county office of education for each year that he or she  
17 receives assistance for books, fees, and tuition while attending an  
18 institution of higher education under the program.

19 (3) To the extent that any participant does not fulfill his or her  
20 obligations, as set forth in paragraph (2), the participant shall be  
21 required to repay the assistance. If a participant is laid off, the  
22 participant may not be required to repay the assistance until the  
23 participant is offered reemployment and has an opportunity to  
24 fulfill his or her obligations under this section.

25 (e) The commission shall contract with an independent  
26 evaluator with a proven record of experience in assessing  
27 career-advancement programs or teacher training programs to  
28 determine the success of the recruitment programs established  
29 pursuant to subdivision (b). The evaluation shall be made on an  
30 annual basis and shall include, but not be limited to, all of the  
31 following:

32 (1) The total cost per person participating in the program who  
33 successfully obtains a teaching credential, based upon all state,  
34 local, federal, and other sources of funding.

35 (2) The economic status of persons participating in the pilot  
36 program.

37 (3) A description of financial and other resources made  
38 available to each recruitment program by participating school  
39 districts or county offices of education, institutions of higher  
40 education, and other participating organizations.

1 (4) The extent to which pupil performance on standardized  
2 achievement tests has improved in classes taught by teachers who  
3 have successfully completed the program, in comparison to  
4 classes taught by other teachers who have equivalent teaching  
5 experience.

6 (5) The extent to which pupil dropout rates and other measures  
7 of delinquency have improved in classes taught by teachers who  
8 have successfully completed the program.

9 (6) The extent to which teachers who have successfully  
10 completed the program remain in the communities in which they  
11 reside and in which they teach.

12 (7) The attrition rate of teachers who have successfully  
13 completed the program.

14 (f) Each selected school district or county office of education  
15 shall report to the commission regarding the progress of each  
16 cohort of school paraprofessionals, and other information  
17 regarding its recruitment program as the commission may direct.

18 (g) No later than January 1 of each year, the commission shall  
19 report to the Legislature regarding the status of the pilot program,  
20 including, but not limited to, the number of school  
21 paraprofessionals recruited, the academic progress of the school  
22 paraprofessionals recruited, the number of school  
23 paraprofessionals recruited who are subsequently employed as  
24 teachers in the public schools, the degree to which the program  
25 meets the demand for bilingual and special education teachers,  
26 the degree to which the program or similar programs can meet  
27 that demand if properly funded and executed, and other effects  
28 upon the operation of the public schools.

29 (h) It is the intent of the Legislature that each fiscal year,  
30 funding for the California School Paraprofessional Teacher  
31 Training Program be allocated to the Commission on Teacher  
32 Credentialing for grants to school districts pursuant to this  
33 section. In no case shall grants to any school district exceed the  
34 equivalent of three thousand dollars (\$3,000) annually per  
35 paraprofessional in the program. Funding for grants to school  
36 districts pursuant to this subdivision, shall be contingent upon an  
37 appropriation in the annual Budget Act.

38 (i) *This section shall become inoperative on July 1, 2006, and,*  
39 *as of January 1, 2007, is repealed, unless a later enacted statute,*  
40 *that becomes operative on or before January 1, 2007, deletes or*

1 *extends the dates on which it becomes inoperative and is*  
2 *repealed.*

3 SEC. 13. Section 44393 is added to the Education Code, to  
4 read:

5 44393. (a) The California School Paraprofessional Teacher  
6 Training Program is hereby established for the purpose of  
7 recruiting paraprofessionals to participate in a program designed  
8 to encourage them to enroll in teacher training programs and to  
9 provide instructional service as teachers in the public schools.

10 (b) A school district or county office of education that uses  
11 funds from the professional development block grant made  
12 available pursuant to the Teacher Support and Development Act  
13 of 2006 (Chapter 3.8 (commencing with Section 44790)) for this  
14 program shall do all of the following:

15 (1) Demonstrate a capacity and willingness to accommodate  
16 the participation of school paraprofessionals of the school in  
17 teacher training programs conducted at institutions of higher  
18 education.

19 (2) Enter into a written articulation agreement with the  
20 participating campuses of the institutions of higher education.

21 (3) Encourage paraprofessionals to become  
22 bilingual-crosscultural teachers, multiple subject credentialed  
23 teachers, or special education teachers.

24 (4) Include a developmentally sequenced series of job  
25 descriptions that lead from an entry-level school paraprofessional  
26 position to an entry-level teaching position in that school district  
27 or county office of education.

28 (5) Meet its own specific teacher needs.

29 (6) Operate a district internship program pursuant to Sections  
30 44325, 44326, 44327, 44328, and 44830.3 or a university  
31 internship program pursuant to Article 3 (commencing with  
32 Section 44450) of Chapter 3 or demonstrate why an internship  
33 program shall not be operated.

34 (c) Each selected school district or county office of education  
35 shall provide information and assistance to each school  
36 paraprofessional it recruits under the program regarding  
37 admission to a teacher training program.

38 (d) (1) The school district or county office of education shall  
39 recruit and organize groups, or “cohorts,” of school  
40 paraprofessionals, of no more than 30, and no less than 10, in

1 each cohort. Cohorts shall be organized to consist of school  
2 paraprofessionals having approximately equal academic  
3 experience and qualifications, as determined by the school  
4 district or county office of education. To the extent possible, the  
5 members of each cohort shall proceed through the same subject  
6 matter and credential programs. The members of each cohort  
7 shall enroll in the same campus and shall be provided by the  
8 school district or county office of education with appropriate  
9 support and information throughout the course of their studies.

10 (2) Each school district or county office of education shall  
11 certify that it has received a commitment from each member of a  
12 cohort that he or she will accomplish all of the following:

13 (A) Graduate from an institution of higher education under the  
14 program with a bachelor's degree.

15 (B) Complete all of the requirements for and obtain a multiple  
16 subject, single subject, or education specialist teaching  
17 credential.

18 (C) Complete one school year of classroom instruction in the  
19 district or county office of education for each year that he or she  
20 receives assistance for books, fees, and tuition while attending an  
21 institution of higher education under the program.

22 (3) To the extent that any participant does not fulfill his or her  
23 obligations, as set forth in paragraph (2), the participant shall be  
24 required to repay the assistance. If a participant is laid off, the  
25 participant shall not be required to repay the assistance until the  
26 participant is offered reemployment and has an opportunity to  
27 fulfill his or her obligations under this section.

28 (e) Each selected school district or county office of education  
29 shall report to the Superintendent regarding the progress of each  
30 cohort of school paraprofessionals.

31 (f) No later than January 1, 2007, and annually thereafter, the  
32 Superintendent shall report to the Legislature regarding the status  
33 of the program, including, but not limited to, the number of  
34 school paraprofessionals recruited, the academic progress of the  
35 school paraprofessionals recruited, the number of school  
36 paraprofessionals recruited who are subsequently employed as  
37 teachers in the public schools, the degree to which the program  
38 meets the demand for bilingual and special education teachers,  
39 and other effects upon the operation of the public schools.

(g) Commencing with the 2006–07 fiscal year, and each fiscal year thereafter, the school district or county office of education may use funds from the professional development block grant made available pursuant to the Teacher Support and Development Act of 2006 (Chapter 3.8 (commencing with Section 44790)) to operate the program. In no case shall any school district use more than the equivalent of three thousand dollars (\$3,000) annually per paraprofessional in the program.

(h) This section shall become operative on July 1, 2006.

SEC. 14. Section 44395 of the Education Code is amended to read:

44395. (a) The National Board for Professional Teaching Standards Certification Incentive Program is hereby established to award grants to school districts for the purpose of providing awards to teachers who are employed by school districts or charter schools, are assigned to teach in California public schools, and have attained certification from the National Board for Professional Teaching Standards. Awards shall be granted to the extent that funds have been appropriated for this purpose in the annual Budget Act.

(1) Commencing July 1, 2000, any teacher who has attained certification from the National Board for Professional Teaching Standards is eligible to receive an award of up to twenty thousand dollars (\$20,000) if he or she agrees to teach at a high-priority school for at least four years. Teaching service before July 1, 2000, may not be counted towards satisfaction of this four-year commitment.

(2) Awards granted pursuant to this subdivision shall be disbursed in annual payments of five thousand dollars (\$5,000) over a four-year period. The annual payment shall be made upon completion of the school year, and upon approval of a district-certified application pursuant to the guidelines of subdivision (c) of Section 44396.

(b) The department shall administer the awards authorized by subdivision (a), and shall develop, in consultation with the Commission on Teacher Credentialing, certification and award information, criteria, procedures, and applications, all of which shall be submitted to the State Board of Education for approval. Amendments requested by the State Board of Education to that information, criteria, procedures, and applications shall be made

1 before the dissemination of the material and the granting of any  
2 award under this article.

3 (c) The department shall distribute the materials described in  
4 subdivision (b) to school districts. Each school district is strongly  
5 encouraged to ensure that teachers employed by the district or by  
6 charter schools affiliated with the district are informed about the  
7 program and can acquire the necessary application and  
8 information materials.

9 (d) School districts are encouraged to provide for adequate  
10 release time and support for a teacher to complete the  
11 certification process. As a condition to providing that release  
12 time and support, a school district may require that a teacher  
13 serve in a mentor teacher capacity.

14 (e) For purposes of this article, the following definitions apply:

15 (1) "School district" means school district, county board of  
16 education, county superintendent of schools, a state operated  
17 program, including a special school, or an education program  
18 providing instruction in kindergarten or any of grades 1 to 12,  
19 inclusive, that is offered by a state agency, including the  
20 California Youth Authority and the State Department of  
21 Developmental Services.

22 (2) "High-priority school" means a school in the bottom half  
23 of all schools based on the Academic Performance Index  
24 rankings established pursuant to subdivision (a) of Section  
25 52056. This designation shall be determined as of the date of the  
26 agreement by the teacher described in paragraph (1) of  
27 subdivision (a).

28 (3) *This section shall become inoperative on July 1, 2006, and,*  
29 *as of January 1, 2007, is repealed, unless a later enacted statute,*  
30 *that becomes operative on or before January 1, 2007, deletes or*  
31 *extends the dates on which it becomes inoperative and is*  
32 *repealed.*

33 SEC. 15. Section 44395 is added to the Education Code, to  
34 read:

35 44395. (a) The National Board for Professional Teaching  
36 Standards Certification Incentive Program is hereby established  
37 for the purpose of providing school districts with the opportunity  
38 to award to teachers who are employed by school districts or  
39 charter schools, are assigned to teach in California public  
40 schools, and have attained certification from the National Board

1 for Professional Teaching Standards. Awards may be granted  
2 from funds received from the professional development block  
3 grant made available pursuant to the Teacher Support and  
4 Development Act of 2006 (Chapter 3.8 (commencing with  
5 Section 44790)) as follows:

6 (1) Commencing July 1, 2000, any teacher who has attained  
7 certification from the National Board for Professional Teaching  
8 Standards may receive an award of up to twenty thousand dollars  
9 (\$20,000) if he or she agrees to teach at a high-priority school for  
10 at least four years. Teaching service before July 1, 2000, shall not  
11 be counted towards satisfaction of this four-year commitment.

12 (2) Awards granted pursuant to this subdivision shall be  
13 disbursed in annual payments of five thousand dollars (\$5,000)  
14 over a four-year period. The annual payment shall be made upon  
15 completion of the school year, and upon certification as provided  
16 in subdivision (b) of Section 44396.

17 (b) Each school district is strongly encouraged to ensure that  
18 teachers employed by the district or by charter schools affiliated  
19 with the district are informed about the program and can acquire  
20 the necessary application and information materials.

21 (c) School districts are encouraged to provide for adequate  
22 release time and support for a teacher to complete the  
23 certification process. As a condition to providing that release  
24 time and support, a school district may require that a teacher  
25 serve in a mentor teacher capacity.

26 (d) For purposes of this article, the following definitions  
27 apply:

28 (1) "School district" means school district, county board of  
29 education, county superintendent of schools, a state operated  
30 program, including a special school, or an education program  
31 providing instruction in kindergarten or any of grades 1 to 12,  
32 inclusive, that is offered by a state agency, including the  
33 California Youth Authority and the State Department of  
34 Developmental Services.

35 (2) "High-priority school" means a school in the bottom half  
36 of all schools based on the Academic Performance Index  
37 rankings established pursuant to subdivision (a) of Section  
38 52056. This designation shall be determined as of the date of the  
39 agreement by the teacher described in paragraph (1) of  
40 subdivision (a).



1 (e) This section shall become operative on July 1, 2006.

2 SEC. 16. Section 44396 of the Education Code is amended to  
3 read:

4 44396. (a) (1) To the extent that funds are available for that  
5 purpose, a teacher who meets the criteria approved by the State  
6 Board of Education pursuant to subdivision (b) of Section 44395  
7 is eligible and may apply for an award by following the  
8 procedures and instructions developed pursuant to that  
9 subdivision.

10 (2) A teacher who attained certification from the National  
11 Board for Professional Teaching Standards before January 1,  
12 1999, and who was employed by a school district or charter  
13 school and assigned to teach in a California public school on the  
14 date of certification may apply for an award authorized pursuant  
15 to this article if he or she meets all the other requirements for that  
16 award specified by this article. For awards pursuant to this  
17 subdivision, teaching service before July 1, 2000, may not be  
18 counted toward satisfaction of the teacher's four-year agreement  
19 to teach in a high-priority school.

20 (b) Teachers shall submit their applications for an award  
21 authorized by this article to the school district employing them.  
22 Teachers employed by a charter school shall submit their  
23 application through the school district granting the school's  
24 charter.

25 (c) If a school district receives an application for an award  
26 authorized by this article, it shall certify that the applicant is  
27 employed by the district or a charter school operating under a  
28 charter granted by the school district and that the applicant has  
29 met all the criteria established pursuant to subdivision (b) of  
30 Section 44395. The school district shall thereafter submit the  
31 application to the ~~State Department of Education~~ *department* for  
32 its review and approval.

33 (d) ~~The State Department of Education~~ *department* shall  
34 approve applications that meet the criteria established pursuant to  
35 subdivision (b) of Section 44395. To the extent funds are  
36 available, the ~~State Department of Education~~ *department* shall  
37 apportion funds to the appropriate school districts in the amount  
38 of the award authorized by Section 44395 for each approved  
39 application. The school district shall use funds apportioned to it  
40 pursuant to this subdivision to provide the amount of the award

1 authorized by subdivision (a) of Section 44395 to each teacher  
2 whose application is approved.

3 *(e) This section shall become inoperative on July 1, 2006, and,*  
4 *as of January 1, 2007, is repealed, unless a later enacted statute,*  
5 *that becomes operative on or before January 1, 2007, deletes or*  
6 *extends the dates on which it becomes inoperative and is*  
7 *repealed.*

8 SEC. 17. Section 44396 is added to the Education Code, to  
9 read:

10 44396. (a) A teacher who attained certification from the  
11 National Board for Professional Teaching Standards before  
12 January 1, 1999, and who was employed by a school district or  
13 charter school and assigned to teach in a California public school  
14 on the date of certification may receive an award authorized  
15 pursuant to this article if he or she meets all the other  
16 requirements for that award specified by this article. For awards  
17 pursuant to this subdivision, teaching service before July 1, 2000,  
18 shall not be counted toward satisfaction of the teacher's four-year  
19 agreement to teach in a high-priority school.

20 (b) If a school district provides a teacher with an award  
21 authorized by this article, it shall certify that the teacher is  
22 employed by the district or a charter school operating under a  
23 charter granted by the school district.

24 (c) This section shall become operative on July 1, 2006.

25 SEC. 18. Section 44503 of the Education Code is amended to  
26 read:

27 44503. (a) The governing board of a school district that  
28 accepts state funds for purposes of this article agrees to negotiate  
29 the development and implementation of the program with the  
30 exclusive representative of the certificated employees in the  
31 school district, if the certificated employees in the district are  
32 represented by an exclusive representative. In a school district in  
33 which the certificated employees are not represented, the school  
34 district shall develop a Peer Assistance and Review Program for  
35 Teachers consistent with this article in order to be eligible to  
36 receive funding under this article.

37 (b) Functions performed pursuant to this article by certificated  
38 employees employed in a bargaining unit position shall not  
39 constitute either management or supervisory functions as defined

1 by subdivisions (g) and (m) of Section 3540.1 of the Government  
2 Code.

3 (c) Teachers who provide assistance and review shall have the  
4 same protection from liability and access to appropriate defense  
5 as other public school employees pursuant to Division 3.6  
6 (commencing with Section 810) of Title 1 of the Government  
7 Code.

8 (d) It is the intent of the Legislature that school districts be  
9 allowed to combine, by mutual agreement, their programs of peer  
10 assistance and review with those of other school districts.

11 (e) Not more than 5 percent of the funds received by a school  
12 district for the Peer Assistance and Review Program for Teachers  
13 may be expended for administrative expenses. For the purposes  
14 of this article, administrative expenses shall include expenditures  
15 for the personnel costs of program administration and  
16 coordination, the cost of consulting teacher selection, and  
17 indirect costs associated with the Peer Assistance and Review  
18 Program for Teachers.

19 *(f) This section shall become inoperative on July 1, 2006, and,*  
20 *as of January 1, 2007, is repealed, unless a later enacted statute,*  
21 *that becomes operative on or before January 1, 2007, deletes or*  
22 *extends the dates on which it becomes inoperative and is*  
23 *repealed.*

24 SEC. 19. Section 44503 is added to the Education Code, to  
25 read:

26 44503. (a) The governing board of a school district that  
27 accepts state funds from the professional development block  
28 grant made available pursuant to the Teacher Support and  
29 Development Act of 2006 (Chapter 3.8 (commencing with  
30 Section 44790)) for purposes of this article shall negotiate the  
31 development and implementation of the program with the  
32 exclusive representative of the certificated employees in the  
33 school district, if the certificated employees in the district are  
34 represented by an exclusive representative. In a school district in  
35 which the certificated employees are not represented, the school  
36 district shall develop a Peer Assistance and Review Program for  
37 Teachers consistent with this article in order to be eligible to  
38 receive funding under this article.

39 (b) Functions performed pursuant to this article by certificated  
40 employees employed in a bargaining unit position shall not

1 constitute either management or supervisory functions as defined  
2 by subdivisions (g) and (m) of Section 3540.1 of the Government  
3 Code.

4 (c) Teachers who provide assistance and review shall have the  
5 same protection from liability and access to appropriate defense  
6 as other public school employees pursuant to Division 3.6  
7 (commencing with Section 810) of Title 1 of the Government  
8 Code.

9 (d) It is the intent of the Legislature that school districts be  
10 allowed to combine, by mutual agreement, their programs of peer  
11 assistance and review with those of other school districts.

12 (e) Not more than 5 percent of the funds used by a school  
13 district for the Peer Assistance and Review Program for Teachers  
14 may be expended for administrative expenses. For the purposes  
15 of this article, administrative expenses shall include expenditures  
16 for the personnel costs of program administration and  
17 coordination, the cost of consulting teacher selection, and  
18 indirect costs associated with the Peer Assistance and Review  
19 Program for Teachers.

20 (f) This section shall become operative on July 1, 2006.

21 SEC. 20. Section 44505 of the Education Code is repealed.

22 ~~44505. (a) Between July 1, 1999, and June 30, 2000, a school~~  
23 ~~district may notify the Superintendent of Public Instruction that it~~  
24 ~~plans to implement, commencing July 1, 2000, a Peer Assistance~~  
25 ~~and Review Program for Teachers pursuant to this article. Upon~~  
26 ~~receipt of the notification by the school district, the~~  
27 ~~Superintendent of Public Instruction shall apportion to the school~~  
28 ~~district two thousand eight hundred dollars (\$2,800) or an~~  
29 ~~amount equal to the number of mentor teachers that the state~~  
30 ~~calculated the school district is entitled to in the 1999-2000 fiscal~~  
31 ~~year pursuant to Article 4 (commencing with Section 44490)~~  
32 ~~multiplied by two thousand eight hundred dollars (\$2,800),~~  
33 ~~whichever is greater.~~

34 ~~(b) A school district that notifies the Superintendent of Public~~  
35 ~~Instruction that it plans to implement a Peer Assistance and~~  
36 ~~Review Program for Teachers by July 1, 2000, pursuant to~~  
37 ~~subdivision (a), shall certify to the Superintendent of Public~~  
38 ~~Instruction that it has implemented a program by August 1, 2000.~~  
39 ~~In addition to the certification, the Superintendent of Public~~  
40 ~~Instruction may request a copy of the signature page of the~~

1 collective bargaining agreement implementing the program  
2 required pursuant to subdivision (a) of Section 44503. A school  
3 district that fails to provide the required certification is not  
4 eligible to receive an apportionment for the Peer Assistance and  
5 Review Program for Teachers pursuant to subdivision (a) of this  
6 section or subdivision (a) of Section 44498 in the 2000-01  
7 school year, or in any year thereafter. The school district,  
8 however, may be eligible to receive an apportionment for the  
9 Peer Assistance and Review Program for Teachers pursuant to  
10 subdivision (e) of this section and subdivision (a) of Section  
11 44498 in the 2000-01 school year, and in each year thereafter, if  
12 the school district complies with the requirements set forth in  
13 subdivisions (c) and (d).

14 (e) Between July 1, 2000, and May 31, 2001, a school district  
15 may notify the Superintendent of Public Instruction that it plans  
16 to implement, commencing July 1, 2001, a Peer Assistance and  
17 Review Program for Teachers pursuant to this article. On or  
18 before June 29, 2001, the Superintendent of Public Instruction  
19 shall apportion to every school district that provides this  
20 notification an amount equal to the number of mentor teachers  
21 that the state calculated the school district is entitled to in the  
22 1999-2000 school year pursuant to Article 4 (commencing with  
23 Section 44490) times a maximum of one thousand dollars  
24 (\$1,000). Any school district that provides this notification shall  
25 receive at least the amount that would be received pursuant to  
26 this section by a school district with one state funded mentor in  
27 the 2000-01 school year pursuant to Article 4 (commencing with  
28 Section 44490).

29 (d) A school district that notifies the Superintendent of Public  
30 Instruction that it plans to implement a Peer Assistance and  
31 Review Program for Teachers by July 1, 2001, pursuant to  
32 subdivision (c), shall certify to the Superintendent of Public  
33 Instruction that it has implemented a program by July 1, 2001. In  
34 addition to the certification, the Superintendent of Public  
35 Instruction may request a copy of the signature page of the  
36 collective bargaining agreement implementing the program  
37 required pursuant to subdivision (a) of Section 44503. A school  
38 district that fails to provide the required certification is not  
39 eligible for any apportionment for the Peer Assistance and  
40 Review Program for Teachers received pursuant to subdivision

~~(c) of this section, and subdivision (a) of Section 44498 in the 2001-02 school year, or in any year thereafter.~~

~~(e) The funding provided pursuant to subdivisions (a) and (c) of this section and subdivision (a) of Section 44498 shall be provided to eligible school districts in each year that the school operates a Peer Assistance and Review Program for Teachers.~~

~~(f) The maximum amount of funds available for apportionment to school districts by the Superintendent of Public Instruction for allocation pursuant to subdivision (c) shall be the amount appropriated pursuant to subdivision (a) of Section 6 of the act adding this section, minus any funds apportioned by the Superintendent of Public Instruction to school districts pursuant to subdivision (a) as of June 30, 2000.~~

~~(g) A school district may use funds apportioned pursuant to this section for activities necessary to implement the Peer Assistance and Review Program for Teachers.~~

SEC. 21. Section 44506 of the Education Code is repealed.

~~44506. (a) The state funding for this article subsequent to the 1999-2000 fiscal year is subject to an appropriation in the annual Budget Act. It is the intent of the Legislature that the funding for the program for the 2000-01 fiscal year be at least equal to the 1999-2000 fiscal year appropriation for Article 4 (commencing with Section 44490) plus the amount apportioned pursuant to Section 44505.~~

~~(b) A school district that receives funds for purposes of this article may also expend those funds for any of the following purposes:~~

~~(1) The Marian Bergeson Beginning Teacher Support and Assessment System as set forth in Article 4.5 (commencing with Section 44279.1) of Chapter 2.~~

~~(2) The California Pre-Internship Teaching Program as set forth in Article 5.6 (commencing with Section 44305) of Chapter 2.~~

~~(3) A district intern program as set forth in Article 7.5 (commencing with Section 44325) of Chapter 2.~~

~~(4) Professional development or other educational activities previously provided pursuant to Article 4 (commencing with Section 44490) of Chapter 3.~~

~~(5) Any program that supports the training and development of new teachers.~~

~~(e) (1) The Superintendent of Public Instruction shall determine a base funding unit rate for the California Peer Assistance and Review Program for Teachers that is equal to the total amount provided for the California Mentor Teacher Program in subdivision (b) of Section 6 of Chapter 4 of the Statutes of 1999 for the First Extraordinary Session, divided by the total number of mentor teachers that the state calculated the school district is entitled to in the 1999-2000 fiscal year.~~

~~(2) For the 2000-01 fiscal year, and annually thereafter, the Superintendent of Public Instruction shall apportion to each school district that certified implementation of the Peer Assistance and Review Program for Teachers pursuant to subdivision (b) of Section 44505, an amount equal to 5 percent of the prior year count of certificated classroom teachers employed by the school district, multiplied by a rate which equals the sum of (1) the base amount per funding unit as calculated in paragraph (1) of subdivision (c), adjusted annually pursuant to subdivision (b) of 42238.1, and (2) two thousand eight hundred dollars (\$2,800); adjusted annually pursuant to subdivision (b) of Section 42238.1.~~

~~(3) Beginning in the 2001-02, and annually thereafter, the Superintendent of Public Instruction shall apportion to each school district that certified implementation of a Peer Assistance and Review Program for Teachers pursuant to subdivision (d) of Section 44505, an amount equal to 5 percent of the prior year count of certificated classroom teachers employed by the school district, multiplied by a rate which equals the sum of (1) the base amount per funding unit as calculated in paragraph (1) of subdivision (c), adjusted annually pursuant to subdivision (b) of Section 42238.1, and (2) the per mentor teacher unit amount provided to the district pursuant to subdivision (c) of Section 44505, adjusted annually pursuant to subdivision (b) of Section 42238.1.~~

~~(4) In paragraphs (2) and (3) of this subdivision, 5 percent of the certificated classroom teacher employed by the district shall be rounded to the next whole integer.~~

~~(5) If at the end of any fiscal year, an amount of funds available for purposes of the Peer Assistance and Review Program remain unallocated, the Superintendent of Public Instruction shall use the unallocated amount to increase the base~~

1 ~~funding rate calculated under paragraph (1) for the succeeding~~  
2 ~~fiscal year.~~

3 SEC. 22. Section 44507 of the Education Code is amended to  
4 read:

5 44507. (a) Subject to the availability of funding in the annual  
6 Budget Act, the Superintendent ~~of Public Instruction~~ shall  
7 contract with an independent evaluator on or before December  
8 15, 2002, to prepare a comprehensive evaluation of the  
9 implementation, impact, cost, and benefit of the California Peer  
10 Assistance and Review Program for Teachers. The evaluation  
11 shall be delivered to the Legislature, the Governor, and interested  
12 parties on or before January 1, 2004. As a condition of receiving  
13 funding, school districts implementing programs pursuant to this  
14 article shall provide data, as requested by the Superintendent ~~of~~  
15 ~~Public Instruction~~, to provide baseline information for the  
16 evaluation.

17 (b) *This section shall become inoperative on July 1, 2006, and,*  
18 *as of January 1, 2007, is repealed, unless a later enacted statute,*  
19 *that becomes operative on or before January 1, 2007, deletes or*  
20 *extends the dates on which it becomes inoperative and is*  
21 *repealed.*

22 SEC. 23. Section 44507 is added to the Education Code, to  
23 read:

24 44507. (a) Subject to the availability of funding in the annual  
25 Budget Act, the Superintendent shall contract with an  
26 independent evaluator on or before December 15, 2002, to  
27 prepare a comprehensive evaluation of the implementation,  
28 impact, cost, and benefit of the California Peer Assistance and  
29 Review Program for Teachers. The evaluation shall be delivered  
30 to the Legislature, the Governor, and interested parties on or  
31 before January 1, 2004. As a condition of receiving funding from  
32 the professional development block grant made available  
33 pursuant to the Teacher Support and Development Act of 2006  
34 (Chapter 3.8 (commencing with Section 44790)), school districts  
35 that implement programs pursuant to this article shall provide  
36 data, as requested by the Superintendent of Public Instruction, to  
37 provide baseline information for the evaluation.

38 (b) This section shall become operative on July 1, 2006.

39 SEC. 24. Section 44730 is added to the Education Code, to  
40 read:



1     44730. A school district that uses funds from the professional  
2 development block grant made available pursuant to the Teacher  
3 Support and Development Act of 2006 (Chapter 3.8  
4 (commencing with Section 44790)) for purposes of this chapter  
5 shall certify all of the following to the department:

6     (a) Each school maintaining any of grades 4 to 8, inclusive,  
7 that uses professional development block grant funds for  
8 purposes of this chapter has access, for instructional purposes, to  
9 the Internet in its classrooms and has a sufficient number of  
10 up-to-date computers or other devices that provide Internet  
11 access in its classrooms for instructional use.

12     (b) The professional development block grant funds used for  
13 this chapter shall be expended by the eligible schools for the  
14 purpose of providing in-service training to their schoolsite  
15 administrators, appropriate instructional classified employees,  
16 and certificated employees who provide direct instructional  
17 services to pupils in grades 4 to 8, inclusive, in the use of  
18 education technology to support the daily instruction of pupils  
19 and the recordkeeping necessary to support that instruction.

20     (c) The professional development block grant funds used for  
21 this chapter shall be expended for in-service training programs in  
22 education technology that meet or exceed the proficiency  
23 standards developed by the Commission on Teacher  
24 Credentialing pursuant to Section 44259.

25     (d) Each school has developed an action plan that provides for  
26 a program of in-service training in education technology for its  
27 schoolsite administrators, appropriate instructional classified  
28 employees, and all certificated employees who provide direct  
29 instructional services to pupils in grades 4 to 8, inclusive. In the  
30 action plan, the school shall, to the extent feasible and  
31 appropriate, integrate training in educational technology with all  
32 of the following:

33     (1) Staff development days.

34     (2) Staff development funds available from all state and  
35 federal funding sources.

36     (3) Involvement of the parents and guardians of pupils  
37 enrolled in the school district.

38     (e) In-service training provided pursuant to this chapter shall  
39 be coordinated and integrated with any other in-service training.

40     (f) This section shall become operative on July 1, 2006.

1 SEC. 25. Section 44730 of the Education Code is repealed.

2 ~~44730. (a) The Superintendent of Public Instruction shall~~  
3 ~~allocate funds appropriated for purposes of this chapter to school~~  
4 ~~districts for the purposes of funding the Education Technology~~  
5 ~~Staff Development Program in an equal amount per pupil in~~  
6 ~~grades 4 to 8, inclusive, based upon the enrollment in all eligible~~  
7 ~~schools in those grades, as determined by the State Department~~  
8 ~~of Education, as of October of the prior fiscal year, but the total~~  
9 ~~amount allocated to an eligible school district shall not be greater~~  
10 ~~than an amount equal to twenty dollars (\$20) per pupil in grades~~  
11 ~~4 to 8, inclusive, in the eligible schools in the school district.~~

12 ~~(b) The State Department of Education shall monitor this~~  
13 ~~program to ensure that an equitable share of the funding allocated~~  
14 ~~pursuant to this chapter serves low-income disadvantaged pupils.~~

15 SEC. 26. Section 44731 of the Education Code is amended  
16 and renumbered to read:

17 ~~44731.~~

18 ~~44730.~~ A school district shall certify all of the following to  
19 ~~the State Department of Education~~ *department* as a condition of  
20 each applicant school in the district being eligible to receive  
21 funding pursuant to this chapter:

22 (a) Each school maintaining any of grades 4 to 8, inclusive,  
23 that is applying for funding under this chapter has access, for  
24 instructional purposes, to the Internet in its classrooms and has a  
25 sufficient number of up-to-date computers or other devices that  
26 provide Internet access in its classrooms for instructional use.

27 (b) The funds received pursuant to this chapter shall be  
28 expended by the eligible schools for the purpose of providing  
29 in-service training to their schoolsite administrators, appropriate  
30 instructional classified employees, and certificated employees  
31 who provide direct instructional services to pupils in grades 4 to  
32 8, inclusive, in the use of education technology to support the  
33 daily instruction of pupils and the recordkeeping necessary to  
34 support that instruction.

35 (c) The funds received pursuant to this chapter shall be  
36 expended for in-service training programs in education  
37 technology that meet or exceed the proficiency standards  
38 developed by the Commission on Teacher Credentialing pursuant  
39 to Section 44259.

(d) Each applicant school has developed an action plan that provides for a program of in-service training in education technology for its schoolsite administrators, appropriate instructional classified employees, and all certificated employees who provide direct instructional services to pupils in grades 4 to 8, inclusive. In the action plan, the applicant school shall, to the extent feasible and appropriate, integrate training in educational technology with all of the following:

(1) Staff development days authorized pursuant to Section 44670.6 or 52854.

(2) Staff development funds available from all state and federal funding sources.

(3) Involvement of the parents and guardians of pupils enrolled in the school district.

(e) In-service training provided pursuant to this chapter shall be coordinated and integrated with any other in-service training; ~~including staff development offered pursuant to Article 7.5 (commencing with Section 44579) of Chapter 3.~~

*(f) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.*

SEC. 27. Chapter 3.8 (commencing with Section 44790) is added to Part 25 of the Education Code, to read:

CHAPTER 3.8. TEACHER SUPPORT AND DEVELOPMENT ACT OF  
2006

44790. There is hereby established the Teacher Support and Development Act of 2006. A school district shall have flexibility to expend funds received pursuant to this chapter for any staff development program, including, but not limited to, all of the following:

(a) The California Pre-Internship Teaching Program (Article 5.6 (commencing with Section 44305) of Chapter 2).

(b) Alternative certification programs established pursuant to Article 11 (commencing with Section 44380) of Chapter 2.

1 (c) The California School Paraprofessional Teacher Training  
2 Program (Article 12 (commencing with Section 44390) of  
3 Chapter 2).

4 (d) The National Board for Professional Teaching Standards  
5 Certification Incentive Program (Article 13 (commencing with  
6 Section 44395) of Chapter 2).

7 (e) The California Peer Assistance and Review Program for  
8 Teachers (Article 4.5 (commencing with Section 44500) of  
9 Chapter 3).

10 (f) The Education Technology Staff Development Program  
11 (Chapter 3.34 (commencing with Section 44730)).

12 (g) The Education Technology Professional Development  
13 Program pursuant to Section 52272.

14 (h) The California Professional Development Institutes  
15 (Article 2 (commencing with Section 99220) of Chapter 5 of Part  
16 65).

17 (i) The Pre-Intern Teaching Academies.

18 44791. (a) The Superintendent shall annually award  
19 professional development block grants to school districts under  
20 this chapter from funding provided in the annual Budget Act.

21 (b) The Superintendent shall calculate the amount of the block  
22 grant awarded to each school district as follows:

23 (1) One thousand dollars (\$1,000) for each teacher employed  
24 by the school district.

25 (2) One hundred fifty-five dollars (\$155) for each full-time  
26 paraprofessional employed by the school district.

27 44792. Prior to receiving a block grant pursuant to this  
28 chapter, a school district shall demonstrate all of the following:

29 (a) The school district's staff development programs are based  
30 on a coherent, long-term planning process that involves teachers  
31 and administrators.

32 (b) The school district has a school site professional  
33 development plan in place that implements school improvement  
34 objectives and is evaluated based upon gains in pupil  
35 achievement.

36 (c) The school district's staff development programs allow for  
37 ongoing collaboration among teachers.

38 (d) The school district's staff development programs comply  
39 with the standards for professional development developed  
40 pursuant to Article 3.1 (commencing with Section 44470) of

Chapter 3 and with the 10 Design Elements for High Quality Professional Development contained in the department's 1999 publication, "Designs for Learning: An introduction to high quality professional development. Sacramento, CA: California Professional Development consortia."

44793. It is the intent of the Legislature that school districts that receive a professional development block grant pursuant to this chapter continue to fund and participate in the California Pre-Internship Teaching Program (Article 5.6 (commencing with Section 44305) of Chapter 2), and the California School Paraprofessional Teacher Training Program (Article 12 (commencing with Section 44390) of Chapter 2).

44794. The department shall conduct an evaluation to assess the impact of the Teacher Support and Development Act of 2006 on teacher quality and pupil improvement. An interim report shall be submitted to the Governor and the Legislature no later than January 1, 2008. A final report shall be submitted to the Governor and the Legislature no later than January 1, 2010. It is the intent of the Legislature that funding for the purpose of the evaluation be appropriated from funds available under the No Child Left Behind Act of 2001 (P.L. 107-110).

44795. This chapter shall become operative on July 1, 2006.

SEC. 28. Section 52272 of the Education Code is amended to read:

52272. (a) The Education Technology Professional Development Program is hereby established to provide teacher training on the use of technology in the classroom. The professional development training shall provide teachers with knowledge and skills on how best to integrate the use of technology into the classroom and curriculum.

(b) The California State University shall administer the professional development training component of the program and shall collaborate with the California Technology Assistance Project, county offices of education, and other appropriate public and private organizations in developing and providing this training.

(c) The Secretary for Education, in collaboration with the Chancellor of the California State University, shall select a contractor to conduct an independent evaluation of the effectiveness of the Education Technology Professional

1 Development Program. Upon completion, the report shall be  
2 submitted to the Governor and the Legislature by January 1,  
3 2002.

4 (d) Funding for the purposes of this section is contingent on an  
5 appropriation made for those purposes in the annual Budget Act.

6 (e) *This section shall become inoperative on July 1, 2006, and,*  
7 *as of January 1, 2007, is repealed, unless a later enacted statute,*  
8 *that becomes operative on or before January 1, 2007, deletes or*  
9 *extends the dates on which it becomes inoperative and is*  
10 *repealed.*

11 SEC. 29. Section 52272 is added to the Education Code, to  
12 read:

13 52272. (a) The Education Technology Professional  
14 Development Program is hereby established to provide teacher  
15 training on the use of technology in the classroom. The  
16 professional development training shall provide teachers with  
17 knowledge and skills on how best to integrate the use of  
18 technology into the classroom and curriculum.

19 (b) A school district or charter school may administer or  
20 contract for the professional development training component of  
21 the program and shall collaborate with the California Technology  
22 Assistance Project, county offices of education, and other  
23 appropriate public and private organizations in developing and  
24 providing this training.

25 (c) The Secretary for Education shall select a contractor to  
26 conduct an independent evaluation of the effectiveness of the  
27 Education Technology Professional Development Program.  
28 Upon completion, the report shall be submitted to the Governor  
29 and the Legislature by January 1, 2002.

30 (d) Funding for the purposes of this section may be provided  
31 from the professional development block grant made available  
32 pursuant to the Teacher Support and Development Act of 2006  
33 (Chapter 3.8 (commencing with Section 44790)).

34 (e) This section shall become operative on July 1, 2006.

35 SEC. 30. Section 99220 of the Education Code is amended to  
36 read:

37 99220. The Regents of the University of California are  
38 requested to jointly develop with the Trustees of California State  
39 University and the independent colleges and universities, the  
40 California Reading Professional Development Institutes, to be

1 administered by the university, in partnership with the California  
2 State University and with private, independent universities in  
3 California, in accordance with all of the following criteria:

4 (a) (1) In June 1999, the University of California and its  
5 institutes' partners shall commence instruction for 6,000  
6 participants who either provide direct instruction in reading to  
7 pupils in kindergarten or in grade 1, 2, or 3, or who supervise  
8 beginning teachers of reading. Commencing in July 2000, the  
9 institutes shall provide instruction for an additional 14,000  
10 participants who either provide direct instruction in reading to  
11 pupils, including special education pupils, in prekindergarten,  
12 kindergarten or in grade 1, 2, or 3, or supervise beginning  
13 teachers of reading. Of the 14,000 new positions, at least 2,000  
14 shall be reserved for prekindergarten teachers who teach in state  
15 preschool programs located in the attendance area of  
16 high-priority schools in order to link prekindergarten literacy  
17 development and reading readiness to the state's reading goals  
18 for pupils enrolled in kindergarten and grades 1 to 3, inclusive. If  
19 there are not enough applicants to fill the 2,000 positions, the  
20 remaining positions may be filled by teachers of pupils enrolled  
21 in kindergarten or any of grades 1 to 3, inclusive.

22 (2) Ongoing support for second-year participants shall include  
23 a second-year institute focusing on the use of instructional  
24 materials, leveraging of school district resources, and the  
25 development of teacher leadership within the school district to  
26 improve pupil achievement in reading.

27 (b) (1) The institutes shall provide instruction for school  
28 teams from each participating school. These school teams may  
29 include both beginning and experienced teachers and the  
30 schoolsite administrator, with the majority of the team composed  
31 of beginning teachers.

32 (2) Criteria and priority for selection of participating school  
33 teams shall include, but not necessarily be limited to, all of the  
34 following:

35 (A) Schools whose pupils' reading scores are at or below the  
36 40th percentile on the reading portion of the achievement test  
37 authorized by Section 60640.

38 (B) Schools with a high number of beginning and  
39 noncredentialed teachers.

1 (C) Schools with high poverty levels, as determined by the  
2 percentage of pupils eligible for free or reduced price meals.

3 (D) Schools with a full complement of team members as  
4 outlined above.

5 (E) School teams committed to participate in the Elementary  
6 School Intensive Reading Program established pursuant to  
7 Article 1 (commencing with Section 53025) of Chapter 16 of  
8 Part 28 for a minimum of three years.

9 (F) Schools that have adopted standards-based materials  
10 approved by the State Board of Education.

11 (3) In any fiscal year, if funding is inadequate to accommodate  
12 the participation of all eligible school teams, first priority shall be  
13 given to schools meeting the criteria set forth in subparagraph  
14 (B) of paragraph (2).

15 (c) (1) The institutes shall provide instruction in the teaching  
16 of reading in a manner consistent with the standard for a  
17 comprehensive reading instruction program that is  
18 research-based, as described in subparagraphs (A) and (B) of  
19 paragraph (4) of subdivision (b) of Section 44259, and shall  
20 include all of the following components:

21 (A) The study of organized, systematic, explicit skills  
22 including phonemic awareness, direct, systematic explicit  
23 phonics, and decoding skills.

24 (B) A strong literature, language and comprehension  
25 component with a balance of oral and written language.

26 (C) Ongoing diagnostic techniques that inform teaching and  
27 assessment.

28 (D) Early intervention techniques.

29 (2) Instruction provided pursuant to this section shall be  
30 consistent with state-adopted academic content standards and  
31 with the curriculum framework on reading/language arts adopted  
32 by the State Board of Education.

33 (3) Instruction provided pursuant to this section shall acquaint  
34 teachers with the value in the diagnostic nature of standardized  
35 tests.

36 (d) (1) Each participant who satisfactorily completes an  
37 institute authorized by this section shall receive a stipend,  
38 commensurate with the duration of the institute, of not less than  
39 one thousand dollars (\$1,000) nor more than two thousand  
40 dollars (\$2,000), as determined by the University of California.



(2) A participant in an institute authorized by this section who satisfactorily completes additional institute activities or leadership and mentoring responsibilities in his or her school in subsequent years in accordance with institute guidelines shall receive a stipend, commensurate with the participant's responsibilities, of not less than five hundred dollars (\$500) and not more than two thousand dollars (\$2,000), as determined by the University of California. It is the intent of the Legislature that stipends paid to participants under this paragraph average approximately one thousand dollars (\$1,000) per stipend recipient per year.

(e) In order to provide maximum access, the institutes shall be offered through multiple university and college campuses that are widely distributed throughout the state or in a regionally accredited program offered through instructor-led, interactive online courses. In order to maximize access to teachers and administrators who may be precluded from participating in an onsite institute due to geographical, physical, or time constraints, each institute shall be required to accommodate at least 5 percent of the participants through state-approved instructor-led, interactive online courses. Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours nor more than 120 hours during the summer or during an intersession break or an equivalent instructor-led, online course, and shall be supplemented, during the following school year, with no fewer than 80 additional hours nor more than 120 additional hours of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of that school's pupils in reading.

(f) It is the intent of the Legislature that a local ~~education~~ *educational* agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of reading course requirements to an enrolled candidate who satisfactorily completes a California Reading Professional Development Institute program if the institute has been certified by the Commission on Teacher Credentialing as meeting reading preparation standards.

(g) This section does not prohibit a participant from attending an institute authorized by this section in more than one academic year.

(h) “Beginning teachers,” for purposes of this article, are teachers with three or fewer years of teaching experience.

*(i) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.*

SEC. 31. Section 99220 is added to the Education Code, to read:

99220. The Regents of the University of California are requested to jointly develop with the Trustees of the California State University and the independent colleges and universities, the California Reading Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) (1) In June 1999, the University of California and its institutes’ partners shall commence instruction for 6,000 participants who either provide direct instruction in reading to pupils in kindergarten or in grade 1, 2, or 3, or who supervise beginning teachers of reading. Commencing in July 2000, the institutes shall provide instruction for an additional 14,000 participants who either provide direct instruction in reading to pupils, including special education pupils, in prekindergarten, kindergarten or in grade 1, 2, or 3, or supervise beginning teachers of reading. Of the 14,000 new positions, at least 2,000 shall be reserved for prekindergarten teachers who teach in state preschool programs located in the attendance area of high-priority schools in order to link prekindergarten literacy development and reading readiness to the state’s reading goals for pupils enrolled in kindergarten and grades 1 to 3, inclusive. If there are not enough applicants to fill the 2,000 positions, the remaining positions may be filled by teachers of pupils enrolled in kindergarten or any of grades 1 to 3, inclusive.

(2) Ongoing support for second-year participants shall include a second-year institute focusing on the use of instructional

1 materials, leveraging of school district resources, and the  
2 development of teacher leadership within the school district to  
3 improve pupil achievement in reading.

4 (b) The institutes shall provide instruction for school teams  
5 from each participating school. These school teams may include  
6 both beginning and experienced teachers and the schoolsite  
7 administrator, with the majority of the team composed of  
8 beginning teachers. In any fiscal year, if funding is inadequate to  
9 accommodate the participation of all school teams, first priority  
10 shall be given to schools with a high number of beginning and  
11 noncredentialed teachers.

12 (c) (1) The institutes shall provide instruction in the teaching  
13 of reading in a manner consistent with the standard for a  
14 comprehensive reading instruction program that is  
15 research-based, as described in subparagraphs (A) and (B) of  
16 paragraph (4) of subdivision (b) of Section 44259, and shall  
17 include all of the following components:

18 (A) The study of organized, systematic, explicit skills  
19 including phonemic awareness, direct, systematic explicit  
20 phonics, and decoding skills.

21 (B) A strong literature, language and comprehension  
22 component with a balance of oral and written language.

23 (C) Ongoing diagnostic techniques that inform teaching and  
24 assessment.

25 (D) Early intervention techniques.

26 (2) Instruction provided pursuant to this section shall be  
27 consistent with state-adopted academic content standards and  
28 with the curriculum framework on reading/language arts adopted  
29 by the State Board of Education.

30 (3) Instruction provided pursuant to this section shall acquaint  
31 teachers with the value in the diagnostic nature of standardized  
32 tests.

33 (d) (1) Each participant who satisfactorily completes an  
34 institute authorized by this section shall receive a stipend,  
35 commensurate with the duration of the institute, of not less than  
36 one thousand dollars (\$1,000) nor more than two thousand  
37 dollars (\$2,000).

38 (2) A participant in an institute authorized by this section who  
39 satisfactorily completes additional institute activities or  
40 leadership and mentoring responsibilities in his or her school in

1 subsequent years in accordance with institute guidelines shall  
2 receive a stipend, commensurate with the participant's  
3 responsibilities, of not less than five hundred dollars (\$500) and  
4 not more than two thousand dollars (\$2,000). It is the intent of  
5 the Legislature that stipends paid to participants under this  
6 paragraph average approximately one thousand dollars (\$1,000)  
7 per stipend recipient per year.

8 (e) In order to provide maximum access, the institutes shall be  
9 offered through multiple university and college campuses that are  
10 widely distributed throughout the state or in a regionally  
11 accredited program offered through instructor-led, interactive  
12 online courses. In order to maximize access to teachers and  
13 administrators who may be precluded from participating in an  
14 onsite institute due to geographical, physical, or time constraints,  
15 each institute shall be required to accommodate at least 5 percent  
16 of the participants through state-approved instructor-led,  
17 interactive online courses. Instruction at the institutes shall  
18 consist of an intensive, sustained training period of no less than  
19 40 hours nor more than 120 hours during the summer or during  
20 an intersession break or an equivalent instructor-led, online  
21 course, and shall be supplemented, during the following school  
22 year, with no fewer than 80 additional hours nor more than 120  
23 additional hours of instruction and schoolsite meetings, held on  
24 at least a monthly basis, to focus on the academic progress of that  
25 school's pupils in reading.

26 (f) It is the intent of the Legislature that a local educational  
27 agency or postsecondary institution that offers an accredited  
28 program of professional preparation consider providing partial  
29 and proportional credit toward satisfaction of reading course  
30 requirements to an enrolled candidate who satisfactorily  
31 completes a California Reading Professional Development  
32 Institute program if the institute has been certified by the  
33 Commission on Teacher Credentialing as meeting reading  
34 preparation standards.

35 (g) This section does not prohibit a participant from attending  
36 an institute authorized by this section in more than one academic  
37 year.

38 (h) "Beginning teachers," for purposes of this article, are  
39 teachers with three or fewer years of teaching experience.

40 (i) This section shall become operative on July 1, 2006.

1 SEC. 32. Section 99221 of the Education Code is amended to  
2 read:

3 99221. The Regents of the University of California are  
4 requested to develop jointly with the Trustees of the California  
5 State University and the independent colleges and universities,  
6 the High School English Professional Development Institutes, to  
7 be administered by the university, in partnership with the  
8 California State University and with private, independent  
9 universities in California, in accordance with all of the following  
10 criteria:

11 (a) In July 2000, the University of California and its institutes'  
12 partners shall commence instruction for 12,000 participants who  
13 either provide direct instruction in reading and writing to  
14 California public high school pupils in grades 9 to 12, inclusive,  
15 or supervise beginning teachers of high school reading and  
16 writing.

17 (b) (1) The institutes shall provide instruction for school  
18 teams from each participating school. These school teams may  
19 include both beginning and experienced teachers and the  
20 schoolsite administrator.

21 (2) Criteria and priority for selection of participating school  
22 teams shall include, but ~~is~~ *are* not limited to, all of the following:

23 (A) Schools whose pupils' scores on the English language arts  
24 portion of the achievement test authorized by Section 60640 are  
25 at or below the 40th percentile.

26 (B) Teams composed of a large percentage of the members of  
27 their schools' English departments, which may include the chair  
28 of that department.

29 (C) Schools with high poverty levels, as determined by the  
30 percentage of pupils eligible for free or reduced price meals.

31 (D) Teams of teachers from various departments within a  
32 school.

33 (E) Schools with a high number of beginning and  
34 noncredentialed teachers.

35 (F) Schools that have adopted standards-based materials  
36 approved by the State Board of Education.

37 (3) In any fiscal year, if funding is inadequate to accommodate  
38 the participation of all eligible school teams, first priority shall be  
39 given to schools meeting the criteria set forth in subparagraph (E)  
40 of paragraph (2).

1 (c) (1) The institutes shall provide instruction in the teaching  
2 of reading and writing in a manner consistent with the standard  
3 for a comprehensive reading and writing instruction program that  
4 is research-based, as described in subparagraphs (A) and (B) of  
5 paragraph (4) of subdivision (b) of Section 44259.

6 (2) Instruction provided pursuant to this section shall be  
7 consistent with state-adopted academic content standards and  
8 with the curriculum frameworks on reading/language arts for  
9 kindergarten and grades 1 to 12, inclusive, that are adopted by  
10 the State Board of Education.

11 (3) Instruction provided pursuant to this section shall acquaint  
12 teachers with the value in the diagnostic nature of standardized  
13 tests.

14 (d) In order to provide maximum access, the institutes shall be  
15 offered through multiple university and college campuses that are  
16 widely distributed throughout the state or in a regionally  
17 accredited program offered through instructor-led, interactive  
18 online courses. In order to maximize access to teachers and  
19 administrators who may be precluded from participating in an  
20 onsite institute due to geographical, physical, or time constraints,  
21 each institute shall be required to accommodate at least 5 percent  
22 of the participants through state-approved instructor-led,  
23 interactive online courses. Instruction at the institutes shall  
24 consist of an intensive, sustained training period of no less than  
25 40 hours nor more than 120 hours during the summer or during  
26 an intersession break or an equivalent instructor-led, online  
27 course and shall be supplemented, during the following school  
28 year, with no fewer than 80 additional hours nor more than 120  
29 additional hours of instruction and schoolsite meetings, held on  
30 at least a monthly basis, to focus on the academic progress of that  
31 school's pupils in English language arts.

32 (e) It is the intent of the Legislature that a local~~-education~~  
33 *educational* agency or postsecondary institution that offers an  
34 accredited program of professional preparation consider  
35 providing partial and proportional credit toward satisfaction of  
36 English language arts requirements to an enrolled candidate who  
37 satisfactorily completes a High School English Professional  
38 Development Institute if the institute has been certified by the  
39 Commission on Teacher Credentialing as meeting English  
40 language arts standards.

*(f) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.*

SEC. 33. Section 99221 is added to the Education Code, to read:

99221. The Regents of the University of California are requested to develop jointly with the Trustees of the California State University and the independent colleges and universities, the High School English Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In July 2000, the University of California and its institutes' partners shall commence instruction for 12,000 participants who either provide direct instruction in reading and writing to California public high school pupils in grades 9 to 12, inclusive, or supervise beginning teachers of high school reading and writing.

(b) The institutes shall provide instruction for school teams from each participating school. These school teams may include both beginning and experienced teachers and the schoolsite administrator.

(c) (1) The institutes shall provide instruction in the teaching of reading and writing in a manner consistent with the standard for a comprehensive reading and writing instruction program that is research-based, as described in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Section 44259.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum frameworks on reading/language arts for kindergarten and grades 1 to 12, inclusive, that are adopted by the State Board of Education.

(3) Instruction provided pursuant to this section shall acquaint teachers with the value in the diagnostic nature of standardized tests.

(d) In order to provide maximum access, the institutes shall be offered through multiple university and college campuses that are

1 widely distributed throughout the state or in a regionally  
2 accredited program offered through instructor-led, interactive  
3 online courses. In order to maximize access to teachers and  
4 administrators who may be precluded from participating in an  
5 onsite institute due to geographical, physical, or time constraints,  
6 each institute shall be required to accommodate at least 5 percent  
7 of the participants through state-approved instructor-led,  
8 interactive online courses. Instruction at the institutes shall  
9 consist of an intensive, sustained training period of no less than  
10 40 hours nor more than 120 hours during the summer or during  
11 an intersession break or an equivalent instructor-led, online  
12 course and shall be supplemented, during the following school  
13 year, with no fewer than 80 additional hours nor more than 120  
14 additional hours of instruction and schoolsite meetings, held on  
15 at least a monthly basis, to focus on the academic progress of that  
16 school's pupils in English language arts.

17 (e) It is the intent of the Legislature that a local educational  
18 agency or postsecondary institution that offers an accredited  
19 program of professional preparation consider providing partial  
20 and proportional credit toward satisfaction of English language  
21 arts requirements to an enrolled candidate who satisfactorily  
22 completes a High School English Professional Development  
23 Institute if the institute has been certified by the Commission on  
24 Teacher Credentialing as meeting English language arts  
25 standards.

26 (f) This section shall become operative on July 1, 2006.

27 SEC. 34. Section 99222 of the Education Code is amended to  
28 read:

29 99222. The Regents of the University of California are  
30 requested to develop jointly with the Trustees of *the* California  
31 State University and the independent colleges and universities,  
32 the High School Mathematics Professional Development  
33 Institutes, to be administered by the university, in partnership  
34 with the California State University and with private,  
35 independent universities in California, in accordance with all of  
36 the following criteria:

37 (a) In July 2000, the University of California and its institutes'  
38 partners shall commence instruction for 5,500 participants who  
39 either provide direct instruction in mathematics to California



1 public high school pupils in grades 9 to 12, inclusive, or  
2 supervise beginning teachers of high school mathematics.

3 (b) (1) The institutes shall provide instruction for school  
4 teams from each participating school. The school teams may  
5 include both beginning and experienced teachers and the  
6 schoolsite administrator.

7 (2) Criteria and priority for selection of participating school  
8 teams shall include, but not necessarily be limited to, all of the  
9 following:

10 (A) Schools whose pupils' scores on the mathematics portion  
11 of the achievement test authorized by Section 60640 are at or  
12 below the 40th percentile.

13 (B) Teams composed of a large percentage of members of  
14 their schools' mathematics departments, which may include the  
15 chair of that department.

16 (C) Schools with high poverty levels, as determined by the  
17 percentage of pupils eligible for free or reduced price meals.

18 (D) Schools with a high number of beginning and  
19 noncredentialed teachers.

20 (E) Schools that have adopted standards-based materials  
21 approved by the State Board of Education.

22 (3) In any fiscal year, if funding is inadequate to accommodate  
23 the participation of all eligible school teams, first priority shall be  
24 given to schools meeting the criteria set forth in subparagraph  
25 (D) of paragraph (2).

26 (c) (1) The institutes shall provide instruction in the teaching  
27 of mathematics in a manner consistent with the standard for a  
28 comprehensive mathematics instruction program that is  
29 research-based and shall include all of the following components:

30 (A) Instruction in topics commonly found in high school  
31 mathematics courses, including, but not limited to, geometry,  
32 algebra II, trigonometry, and calculus, that will enhance the  
33 ability of teachers to prepare pupils for the achievement test  
34 authorized pursuant to Section 60640 and the high school exit  
35 examination authorized pursuant to Section 60850 and to prepare  
36 pupils for advanced placement and college coursework.

37 (B) Ongoing diagnostic techniques that inform teaching and  
38 assessment.

39 (C) Early intervention techniques for pupils experiencing  
40 difficulty in mathematics.

1 (2) Instruction provided pursuant to this section shall be  
2 consistent with state-adopted academic content standards and  
3 with the curriculum frameworks on mathematics for kindergarten  
4 and grades 1 to 12, inclusive, that are adopted by the State Board  
5 of Education.

6 (3) Instruction provided pursuant to this section shall acquaint  
7 teachers with the value in the diagnostic nature of standardized  
8 tests.

9 (d) In order to provide maximum access, the institutes shall be  
10 offered through multiple university and college campuses that are  
11 widely distributed throughout the state or in a regionally  
12 accredited program offered through instructor-led, interactive  
13 online courses. In order to maximize access to teachers and  
14 administrators who may be precluded from participating in an  
15 onsite institute due to geographical, physical, or time constraints,  
16 each institute shall be required to accommodate at least 5 percent  
17 of the participants through state-approved instructor-led,  
18 interactive online courses. Instruction at the institutes shall  
19 consist of an intensive, sustained training period of no less than  
20 40 hours nor more than 120 hours during the summer or during  
21 an intersession break or an equivalent instructor-led, online  
22 course and shall be supplemented, during the following school  
23 year, with no fewer than 80 additional hours nor more than 120  
24 additional hours of instruction and schoolsite meetings, held on  
25 at least a monthly basis, to focus on the academic progress of that  
26 school's pupils in mathematics.

27 (e) It is the intent of the Legislature that a local ~~education~~  
28 *educational* agency or postsecondary institution that offers an  
29 accredited program of professional preparation consider  
30 providing partial and proportional credit toward satisfaction of  
31 mathematics course requirements to an enrolled candidate who  
32 satisfactorily completes a High School Mathematics Professional  
33 Development Institute if the institute has been certified by the  
34 Commission on Teacher Credentialing as meeting mathematics  
35 standards.

36 (f) *This section shall become inoperative on July 1, 2006, and,*  
37 *as of January 1, 2007, is repealed, unless a later enacted statute,*  
38 *that becomes operative on or before January 1, 2007, deletes or*  
39 *extends the dates on which it becomes inoperative and is*  
40 *repealed.*

SEC. 35. Section 99222 is added to the Education Code, to read:

99222. The Regents of the University of California are requested to develop jointly with the Trustees of the California State University and the independent colleges and universities, the High School Mathematics Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In July 2000, the University of California and its institutes' partners shall commence instruction for 5,500 participants who either provide direct instruction in mathematics to California public high school pupils in grades 9 to 12, inclusive, or supervise beginning teachers of high school mathematics.

(b) The institutes shall provide instruction for school teams from each participating school. The school teams may include both beginning and experienced teachers and the schoolsite administrator.

(c) (1) The institutes shall provide instruction in the teaching of mathematics in a manner consistent with the standard for a comprehensive mathematics instruction program that is research-based and shall include all of the following components:

(A) Instruction in topics commonly found in high school mathematics courses, including, but not limited to, geometry, algebra II, trigonometry, and calculus, that will enhance the ability of teachers to prepare pupils for the achievement test authorized pursuant to Section 60640 and the high school exit examination authorized pursuant to Section 60850 and to prepare pupils for advanced placement and college coursework.

(B) Ongoing diagnostic techniques that inform teaching and assessment.

(C) Early intervention techniques for pupils experiencing difficulty in mathematics.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum frameworks on mathematics for kindergarten and grades 1 to 12, inclusive, that are adopted by the State Board of Education.

1 (3) Instruction provided pursuant to this section shall acquaint  
2 teachers with the value in the diagnostic nature of standardized  
3 tests.

4 (d) In order to provide maximum access, the institutes shall be  
5 offered through multiple university and college campuses that are  
6 widely distributed throughout the state or in a regionally  
7 accredited program offered through instructor-led, interactive  
8 online courses. In order to maximize access to teachers and  
9 administrators who may be precluded from participating in an  
10 onsite institute due to geographical, physical, or time constraints,  
11 each institute shall be required to accommodate at least 5 percent  
12 of the participants through state-approved instructor-led,  
13 interactive online courses. Instruction at the institutes shall  
14 consist of an intensive, sustained training period of no less than  
15 40 hours nor more than 120 hours during the summer or during  
16 an intersession break or an equivalent instructor-led, online  
17 course and shall be supplemented, during the following school  
18 year, with no fewer than 80 additional hours nor more than 120  
19 additional hours of instruction and schoolsite meetings, held on  
20 at least a monthly basis, to focus on the academic progress of that  
21 school's pupils in mathematics.

22 (e) It is the intent of the Legislature that a local educational  
23 agency or postsecondary institution that offers an accredited  
24 program of professional preparation consider providing partial  
25 and proportional credit toward satisfaction of mathematics course  
26 requirements to an enrolled candidate who satisfactorily  
27 completes a High School Mathematics Professional Development  
28 Institute if the institute has been certified by the Commission on  
29 Teacher Credentialing as meeting mathematics standards.

30 (f) This section shall become operative on July 1, 2006.

31 SEC. 36. Section 99223 of the Education Code is amended to  
32 read:

33 99223. The Regents of the University of California are  
34 requested to jointly develop with the Trustees of the California  
35 State University and the independent colleges and universities,  
36 the Algebra Academies Professional Development Institutes, to  
37 be administered by the university, in partnership with the  
38 California State University and with private, independent  
39 universities in California, in accordance with all of the following  
40 criteria:

1 (a) In July 2000, the University of California and its institutes'  
2 partners shall commence instruction for 1,000 participants who  
3 either provide direct instruction in prealgebra and algebra to  
4 pupils in grades 7 and 8, or supervise beginning teachers of  
5 algebra.

6 (b) (1) The institutes shall provide instruction for school  
7 teams from each participating school. These school teams may  
8 include both beginning and experienced teachers and the  
9 schoolsite administrator.

10 (2) Criteria and priority for selection of participating school  
11 teams shall include, but are not necessarily limited to, all of the  
12 following:

13 (A) Schools whose pupils' scores on the mathematics portion  
14 of the achievement test authorized by Section 60640 are at or  
15 below the 40th percentile.

16 (B) Teams composed of a large percentage of members of  
17 their schools' mathematics departments, which may include the  
18 chair of that department.

19 (C) Schools with high poverty levels, as determined by the  
20 percentage of pupils eligible for free or reduced price meals.

21 (D) Schools with a high number of beginning and  
22 noncredentialed teachers.

23 (E) Schools that have adopted standards-based materials  
24 approved by the State Board of Education.

25 (3) In any fiscal year, if funding is inadequate to accommodate  
26 the participation of all eligible school teams, first priority shall be  
27 given to schools that meet the criteria described in subparagraph  
28 (D) of paragraph (2).

29 (c) (1) The institutes shall provide instruction in the teaching  
30 of prealgebra and algebra in a manner consistent with the  
31 standard for a comprehensive mathematics instruction program  
32 that is research-based and shall include all of the following  
33 components:

34 (A) Instruction in prealgebra and algebra that will enhance the  
35 ability of teachers to prepare pupils for the achievement test  
36 authorized pursuant to Section 60640 and the high school exit  
37 examination authorized pursuant to Section 60850.

38 (B) Ongoing diagnostic techniques that inform teaching and  
39 assessment.

1 (C) Early intervention techniques for pupils experiencing  
2 difficulty in prealgebra and algebra.

3 (2) Instruction provided pursuant to this section shall be  
4 consistent with state-adopted academic content standards and  
5 with the curriculum frameworks on mathematics for kindergarten  
6 and grades 1 to 12, inclusive, that are adopted by the State Board  
7 of Education.

8 (3) Instruction provided pursuant to this section shall acquaint  
9 teachers with the value in the diagnostic nature of standardized  
10 tests.

11 (d) Each participant who satisfactorily completes an institute  
12 authorized by this section shall receive a stipend, commensurate  
13 with the duration of the institute, of not less than one thousand  
14 dollars (\$1,000) nor more than two thousand dollars (\$2,000), as  
15 determined by the University of California.

16 (e) In order to provide maximum access, the institutes shall be  
17 offered on multiple university and college campuses that are  
18 widely distributed throughout the state. Instruction at the  
19 institutes shall consist of an intensive, sustained training period  
20 of no less than 40 hours during the summer or during an  
21 intersession break, and shall be supplemented, during the  
22 following school year, with no fewer than the equivalent of five  
23 additional days of instruction and schoolsite meetings, held on at  
24 least a monthly basis, to focus on the academic progress of that  
25 school's pupils in prealgebra and algebra.

26 (f) Teachers attending the institutes authorized by this section  
27 shall, as a condition of attendance and subsequent to that  
28 attendance, serve as instructors in the program authorized by  
29 Chapter 17 (commencing with Section ~~53081~~ 53080) of Part 28.  
30 These teachers shall continue to receive followup professional  
31 development during the same time period they are providing  
32 instruction. Followup professional development during this time  
33 period shall occur outside of instructional time.

34 (g) It is the intent of the Legislature that a local ~~education~~  
35 *educational* agency or postsecondary institution that offers an  
36 accredited program of professional preparation consider  
37 providing partial and proportional credit toward satisfaction of  
38 mathematics course requirements to an enrolled candidate who  
39 satisfactorily completes an Algebra Academies Professional  
40 Development Institute if the institute has been certified by the

Commission on Teacher Credentialing as meeting mathematics standards.

*(h) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.*

SEC. 37. Section 99223 is added to the Education Code, to read:

99223. The Regents of the University of California are requested to jointly develop with the Trustees of the California State University and the independent colleges and universities, the Algebra Academies Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In July 2000, the University of California and its institutes' partners shall commence instruction for 1,000 participants who either provide direct instruction in prealgebra and algebra to pupils in grades 7 and 8, or supervise beginning teachers of algebra.

(b) The institutes shall provide instruction for school teams from each participating school. These school teams may include both beginning and experienced teachers and the schoolsite administrator.

(c) (1) The institutes shall provide instruction in the teaching of prealgebra and algebra in a manner consistent with the standard for a comprehensive mathematics instruction program that is research-based and shall include all of the following components:

(A) Instruction in prealgebra and algebra that will enhance the ability of teachers to prepare pupils for the achievement test authorized pursuant to Section 60640 and the high school exit examination authorized pursuant to Section 60850.

(B) Ongoing diagnostic techniques that inform teaching and assessment.

(C) Early intervention techniques for pupils experiencing difficulty in prealgebra and algebra.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum frameworks on mathematics for kindergarten and grades 1 to 12, inclusive, that are adopted by the State Board of Education.

(3) Instruction provided pursuant to this section shall acquaint teachers with the value in the diagnostic nature of standardized tests.

(d) Each participant who satisfactorily completes an institute authorized by this section shall receive a stipend, commensurate with the duration of the institute, of not less than one thousand dollars (\$1,000) nor more than two thousand dollars (\$2,000).

(e) In order to provide maximum access, the institutes shall be offered on multiple university and college campuses that are widely distributed throughout the state. Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours during the summer or during an intersession break, and shall be supplemented, during the following school year, with no fewer than the equivalent of five additional days of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of that school's pupils in prealgebra and algebra.

(f) Teachers attending the institutes authorized by this section shall, as a condition of attendance and subsequent to that attendance, serve as instructors in the program authorized by Chapter 17 (commencing with Section 53080) of Part 28. These teachers shall continue to receive followup professional development during the same time period they are providing instruction. Followup professional development during this time period shall occur outside of instructional time.

(g) It is the intent of the Legislature that a local education agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of mathematics course requirements to an enrolled candidate who satisfactorily completes an Algebra Academies Professional Development Institute if the institute has been certified by the Commission on Teacher Credentialing as meeting mathematics standards.

(h) This section shall become operative on July 1, 2006.



SEC. 38. Section 99224 of the Education Code is amended to read:

99224. The Regents of the University of California are requested to develop jointly with the Trustees of the California State University and the independent colleges and universities, the Algebra Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In July 2000, the University of California and its institutes' partners shall commence instruction for 5,000 participants who either provide direct instruction in algebra or the coursework in the two years leading to algebra to pupils enrolled in a public school in grades 6 to 12, inclusive, or supervise beginning teachers of algebra.

(b) (1) The institutes shall provide instruction for school teams from each participating school. These school teams may include both beginning and experienced teachers and the schoolsite administrator.

(2) Criteria and priority for selection of participating school teams shall include, but not necessarily be limited to, all of the following:

(A) Schools whose pupils' scores on the mathematics portion of the achievement ~~examination~~ *test* authorized by Section 60640 are at or below the 40th percentile.

(B) Teams composed of a large percentage of members of their schools' mathematics departments, which may include the chair of that department.

(C) Schools with high poverty levels, as determined by the percentage of pupils eligible for free or reduced price meals.

(D) Schools with a high number of beginning and noncredentialed teachers.

(E) Schools that have adopted standards-based materials approved by the State Board of Education.

(3) In any fiscal year, if funding is inadequate to accommodate the participation of all eligible school teams, first priority shall be given to schools meeting the criteria set forth in subparagraph (D) of paragraph (2).

(c) (1) The institutes shall provide instruction in the teaching of prealgebra and algebra in a manner consistent with the

1 standard for a comprehensive mathematics instruction program  
2 that is research-based, and shall include all of the following  
3 components:

4 (A) Instruction in prealgebra and algebra that will enhance the  
5 ability of teachers to prepare pupils for the achievement test  
6 authorized pursuant to Section 60640 and the high school exit  
7 examination authorized pursuant to Section 60850.

8 (B) Ongoing diagnostic techniques that inform teaching and  
9 assessment.

10 (C) Intervention techniques for pupils experiencing difficulty  
11 in prealgebra and algebra.

12 (2) Instruction provided pursuant to this section shall be  
13 consistent with state-adopted academic content standards and  
14 with the curriculum frameworks on mathematics for kindergarten  
15 and grades 1 to 12, inclusive, that are adopted by the State Board  
16 of Education.

17 (3) Instruction provided pursuant to this section shall acquaint  
18 teachers with the value in the diagnostic nature of standardized  
19 tests.

20 (d) In order to provide maximum access, the institutes shall be  
21 offered through multiple university and college campuses that are  
22 widely distributed throughout the state or in a regionally  
23 accredited program offered through instructor-led, interactive  
24 online courses. In order to maximize access to teachers and  
25 administrators who may be precluded from participating in an  
26 onsite institute due to geographical, physical, or time constraints,  
27 each institute shall be required to accommodate at least 5 percent  
28 of the participants through state-approved instructor-led,  
29 interactive online courses. Instruction at the institutes shall  
30 consist of an intensive, sustained training period of no less than  
31 40 hours nor more than 120 hours during the summer or during  
32 an intersession break or an equivalent instructor-led, online  
33 course and shall be supplemented, during the following school  
34 year, with no fewer than 80 additional hours nor more than 120  
35 additional hours of instruction and schoolsite meetings, held on  
36 at least a monthly basis, to focus on the academic progress of that  
37 school's pupils in prealgebra and algebra.

38 (e) It is the intent of the Legislature that a local~~education~~  
39 *educational* agency or postsecondary institution that offers an  
40 accredited program of professional preparation consider

1 providing partial and proportional credit toward satisfaction of  
2 mathematics course requirements to an enrolled candidate who  
3 satisfactorily completes a High School Algebra Professional  
4 Development Institute if the institute has been certified by the  
5 Commission on Teacher Credentialing as meeting mathematics  
6 standards.

7 *(f) This section shall become inoperative on July 1, 2006, and,*  
8 *as of January 1, 2007, is repealed, unless a later enacted statute,*  
9 *that becomes operative on or before January 1, 2007, deletes or*  
10 *extends the dates on which it becomes inoperative and is*  
11 *repealed.*

12 SEC. 39. Section 99224 is added to the Education Code, to  
13 read:

14 99224. The Regents of the University of California are  
15 requested to develop jointly with the Trustees of the California  
16 State University and the independent colleges and universities,  
17 the Algebra Professional Development Institutes, to be  
18 administered by the university, in partnership with the California  
19 State University and with private, independent universities in  
20 California, in accordance with all of the following criteria:

21 (a) In July 2000, the University of California and its institutes'  
22 partners shall commence instruction for 5,000 participants who  
23 either provide direct instruction in algebra or the coursework in  
24 the two years leading to algebra to pupils enrolled in a public  
25 school in grades 6 to 12, inclusive, or supervise beginning  
26 teachers of algebra.

27 (b) The institutes shall provide instruction for school teams  
28 from each participating school. These school teams may include  
29 both beginning and experienced teachers and the schoolsite  
30 administrator.

31 (c) (1) The institutes shall provide instruction in the teaching  
32 of prealgebra and algebra in a manner consistent with the  
33 standard for a comprehensive mathematics instruction program  
34 that is research-based, and shall include all of the following  
35 components:

36 (A) Instruction in prealgebra and algebra that will enhance the  
37 ability of teachers to prepare pupils for the achievement test  
38 authorized pursuant to Section 60640 and the high school exit  
39 examination authorized pursuant to Section 60850.

1 (B) Ongoing diagnostic techniques that inform teaching and  
2 assessment.

3 (C) Intervention techniques for pupils experiencing difficulty  
4 in prealgebra and algebra.

5 (2) Instruction provided pursuant to this section shall be  
6 consistent with state-adopted academic content standards and  
7 with the curriculum frameworks on mathematics for kindergarten  
8 and grades 1 to 12, inclusive, that are adopted by the State Board  
9 of Education.

10 (3) Instruction provided pursuant to this section shall acquaint  
11 teachers with the value in the diagnostic nature of standardized  
12 tests.

13 (d) In order to provide maximum access, the institutes shall be  
14 offered through multiple university and college campuses that are  
15 widely distributed throughout the state or in a regionally  
16 accredited program offered through instructor-led, interactive  
17 online courses. In order to maximize access to teachers and  
18 administrators who may be precluded from participating in an  
19 onsite institute due to geographical, physical, or time constraints,  
20 each institute shall be required to accommodate at least 5 percent  
21 of the participants through state-approved instructor-led,  
22 interactive online courses. Instruction at the institutes shall  
23 consist of an intensive, sustained training period of no less than  
24 40 hours nor more than 120 hours during the summer or during  
25 an intersession break or an equivalent instructor-led, online  
26 course and shall be supplemented, during the following school  
27 year, with no fewer than 80 additional hours nor more than 120  
28 additional hours of instruction and schoolsite meetings, held on  
29 at least a monthly basis, to focus on the academic progress of that  
30 school's pupils in prealgebra and algebra.

31 (e) It is the intent of the Legislature that a local educational  
32 agency or postsecondary institution that offers an accredited  
33 program of professional preparation consider providing partial  
34 and proportional credit toward satisfaction of mathematics course  
35 requirements to an enrolled candidate who satisfactorily  
36 completes a High School Algebra Professional Development  
37 Institute if the institute has been certified by the Commission on  
38 Teacher Credentialing as meeting mathematics standards.

39 (f) This section shall become operative on July 1, 2006.

SEC. 40. Section 99225 of the Education Code is amended to read:

99225. The Regents of the University of California are requested to develop collaboratively with the Trustees of the California State University, the independent colleges and universities, and the county offices of education, the Elementary Mathematics Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In July 2000, the University of California and its institutes' partners shall commence instruction for 5,000 participants who either provide direct instruction in elementary mathematics to pupils in grades 4 to 6, inclusive, or supervise beginning teachers of elementary mathematics.

(b) (1) The institutes shall provide instruction for school teams from each participating school. These school teams may include both beginning and experienced teachers and the schoolsite administrator.

(2) Criteria and priority for selection of participating school teams shall include, but not necessarily be limited to, all of the following:

(A) Schools whose pupils' scores on the mathematics portion of the achievement test authorized by Section 60640 are at or below the 40th percentile.

(B) Schools with high poverty levels, as determined by the percentage of pupils eligible for free or reduced price meals.

(C) Schools with a high number of beginning and noncredentialed teachers.

(D) Schools that have adopted standards-based materials approved by the State Board of Education.

(3) In any fiscal year, if funding is inadequate to accommodate the participation of all eligible school teams, first priority shall be given to schools meeting the criteria set forth in subparagraph (C) of paragraph (2).

(c) (1) The institutes shall provide instruction in the teaching of elementary mathematics in a manner consistent with the standard for a comprehensive mathematics instruction program that is research-based, and shall include all of the following components:

1 (A) Instruction in elementary mathematics that will enhance  
2 the ability of teachers to prepare pupils for the achievement test  
3 authorized pursuant to Section 60640 and the high school exit  
4 examination authorized pursuant to Section 60850.

5 (B) Instruction that will prepare teachers as mathematics  
6 specialists and to become teacher trainers at their schools,  
7 assuming more of the responsibility for mathematics instruction.

8 (C) Ongoing diagnostic techniques that inform teaching and  
9 assessment.

10 (D) Early and continuing intervention techniques for pupils  
11 experiencing difficulty in elementary mathematics.

12 (2) Instruction provided pursuant to this section shall be  
13 consistent with state-adopted academic content standards and  
14 with the curriculum frameworks on mathematics for kindergarten  
15 and grades 1 to 12, inclusive, that are adopted by the State Board  
16 of Education.

17 (3) Instruction provided pursuant to this section shall acquaint  
18 teachers with the value in the diagnostic nature of standardized  
19 tests.

20 (d) In order to provide maximum access, the institutes shall be  
21 offered through multiple university and college campuses that are  
22 widely distributed throughout the state or in a regionally  
23 accredited program offered through instructor-led, interactive  
24 online courses. In order to maximize access to teachers and  
25 administrators who may be precluded from participating in an  
26 onsite institute due to geographical, physical, or time constraints,  
27 each institute shall be required to accommodate at least 5 percent  
28 of the participants through state-approved instructor-led,  
29 interactive online courses. Instruction at the institutes shall  
30 consist of an intensive, sustained training period of no less than  
31 40 hours nor more than 120 hours during the summer or during  
32 an intersession break or an equivalent instructor-led, online  
33 course, and shall be supplemented, during the following school  
34 year, with no fewer than 40 additional hours nor more than 120  
35 additional hours of instruction and schoolsite meetings, held on  
36 at least a monthly basis, to focus on the academic progress of that  
37 school's pupils in elementary mathematics.

38 (e) It is the intent of the Legislature that a local ~~education~~  
39 *educational* agency or postsecondary institution that offers an  
40 accredited program of professional preparation consider

1 providing partial and proportional credit toward satisfaction of  
2 mathematics course requirements to an enrolled candidate who  
3 satisfactorily completes an Algebra Professional Development  
4 Institute if the institute has been certified by the Commission on  
5 Teacher Credentialing as meeting mathematics standards.

6 *(f) This section shall become inoperative on July 1, 2006, and,*  
7 *as of January 1, 2007, is repealed, unless a later enacted statute,*  
8 *that becomes operative on or before January 1, 2007, deletes or*  
9 *extends the dates on which it becomes inoperative and is*  
10 *repealed.*

11 SEC. 41. Section 99225 is added to the Education Code, to  
12 read:

13 99225. The Regents of the University of California are  
14 requested to develop collaboratively with the Trustees of the  
15 California State University, the independent colleges and  
16 universities, and the county offices of education, the Elementary  
17 Mathematics Professional Development Institutes, to be  
18 administered by the university, in partnership with the California  
19 State University and with private, independent universities in  
20 California, in accordance with all of the following criteria:

21 (a) In July 2000, the University of California and its institutes'  
22 partners shall commence instruction for 5,000 participants who  
23 either provide direct instruction in elementary mathematics to  
24 pupils in grades 4 to 6, inclusive, or supervise beginning teachers  
25 of elementary mathematics.

26 (b) The institutes shall provide instruction for school teams  
27 from each participating school. These school teams may include  
28 both beginning and experienced teachers and the schoolsite  
29 administrator.

30 (c) (1) The institutes shall provide instruction in the teaching  
31 of elementary mathematics in a manner consistent with the  
32 standard for a comprehensive mathematics instruction program  
33 that is research-based, and shall include all of the following  
34 components:

35 (A) Instruction in elementary mathematics that will enhance  
36 the ability of teachers to prepare pupils for the achievement test  
37 authorized pursuant to Section 60640 and the high school exit  
38 examination authorized pursuant to Section 60850.

1 (B) Instruction that will prepare teachers as mathematics  
2 specialists and to become teacher trainers at their schools,  
3 assuming more of the responsibility for mathematics instruction.

4 (C) Ongoing diagnostic techniques that inform teaching and  
5 assessment.

6 (D) Early and continuing intervention techniques for pupils  
7 experiencing difficulty in elementary mathematics.

8 (2) Instruction provided pursuant to this section shall be  
9 consistent with state-adopted academic content standards and  
10 with the curriculum frameworks on mathematics for kindergarten  
11 and grades 1 to 12, inclusive, that are adopted by the State Board  
12 of Education.

13 (3) Instruction provided pursuant to this section shall acquaint  
14 teachers with the value in the diagnostic nature of standardized  
15 tests.

16 (d) In order to provide maximum access, the institutes shall be  
17 offered through multiple university and college campuses that are  
18 widely distributed throughout the state or in a regionally  
19 accredited program offered through instructor-led, interactive  
20 online courses. In order to maximize access to teachers and  
21 administrators who may be precluded from participating in an  
22 onsite institute due to geographical, physical, or time constraints,  
23 each institute shall be required to accommodate at least 5 percent  
24 of the participants through state-approved instructor-led,  
25 interactive online courses. Instruction at the institutes shall  
26 consist of an intensive, sustained training period of no less than  
27 40 hours nor more than 120 hours during the summer or during  
28 an intersession break or an equivalent instructor-led, online  
29 course, and shall be supplemented, during the following school  
30 year, with no fewer than 40 additional hours nor more than 120  
31 additional hours of instruction and schoolsite meetings, held on  
32 at least a monthly basis, to focus on the academic progress of that  
33 school's pupils in elementary mathematics.

34 (e) It is the intent of the Legislature that a local educational  
35 agency or postsecondary institution that offers an accredited  
36 program of professional preparation consider providing partial  
37 and proportional credit toward satisfaction of mathematics course  
38 requirements to an enrolled candidate who satisfactorily  
39 completes an Algebra Professional Development Institute if the



1 institute has been certified by the Commission on Teacher  
2 Credentialing as meeting mathematics standards.

3 (f) This section shall become operative on July 1, 2006.

4 SEC. 42. Section 99226 of the Education Code is amended to  
5 read:

6 99226. (a) This article shall apply to the University of  
7 California only during periods for which the Legislature has  
8 appropriated funds therefor in the annual Budget Act and the  
9 Regents of the University of California have accepted the funds.

10 (b) This article shall not apply to the University of California  
11 unless and until the Regents of the University of California act,  
12 by resolution, to make it applicable.

13 (c) The Regents of the University of California are requested  
14 to jointly develop with the Trustees of *the* California State  
15 University and the independent colleges and universities, the  
16 institutes described in this article, to be administered by the  
17 University of California, in partnership with the California State  
18 University and with private, independent universities in  
19 California.

20 (d) Each participant who satisfactorily completes an institute  
21 authorized by this article shall receive a stipend commensurate  
22 with the duration of the institute, of not less than one thousand  
23 dollars (\$1,000) nor more than two thousand dollars (\$2,000), as  
24 determined by the University of California. However, in making  
25 this determination, the University of California may not exceed  
26 the amount provided in the Budget Act for stipends for each of  
27 the institutes authorized by this article and must serve at each  
28 institute the number of participants specified pursuant to this  
29 section.

30 (e) Commencing July 2001, and each fiscal year thereafter, the  
31 number of participants receiving instruction through each of  
32 these institutes shall be designated in the annual Budget Act.

33 (f) These institutes shall be developed in accordance with all  
34 of the criteria specified in each section, as described therein.

35 (g) Notwithstanding any other provision of law, on a  
36 case-by-case basis, and subject to the concurrence of the State  
37 Board of Education that priorities for service to high-need  
38 schools are met, the University of California and the programs  
39 authorized pursuant to Sections 99220 through 99226, inclusive,  
40 may serve prekindergarten teachers, kindergarten teachers, and

1 teachers of grades 1 to 12, inclusive, in participating school  
2 districts with programs in reading or mathematics when the  
3 average of the reading or mathematics portions of the  
4 achievement test authorized pursuant to Section 60640 is at or  
5 below the priority level for service in schools otherwise served  
6 by the California Professional Development Institutes.

7 *(h) This section shall become inoperative on July 1, 2006, and,*  
8 *as of January 1, 2007, is repealed, unless a later enacted statute,*  
9 *that becomes operative on or before January 1, 2007, deletes or*  
10 *extends the dates on which it becomes inoperative and is*  
11 *repealed.*

12 SEC. 43. Section 99226 is added to the Education Code, to  
13 read:

14 99226. (a) This article applies to the University of California  
15 only during periods for which the Legislature has appropriated  
16 funds therefor in the annual Budget Act for the professional  
17 development block grant established pursuant to the Teacher  
18 Support and Development Act of 2006 (Chapter 3.8  
19 (commencing with Section 44790)).

20 (b) This article does not apply to the University of California  
21 unless and until the Regents of the University of California act,  
22 by resolution, to make it applicable.

23 (c) The Regents of the University of California are requested  
24 to jointly develop with the Trustees of the California State  
25 University and the independent colleges and universities, the  
26 institutes described in this article, to be administered by the  
27 University of California, in partnership with the California State  
28 University and with private, independent universities in  
29 California.

30 (d) Each participant who satisfactorily completes an institute  
31 authorized by this article shall receive a stipend commensurate  
32 with the duration of the institute, of not less than one thousand  
33 dollars (\$1,000) nor more than two thousand dollars (\$2,000), as  
34 determined by the University of California.

35 (e) These institutes shall be developed in accordance with all  
36 of the criteria specified in each section, as described therein.

37 (f) Notwithstanding any other provision of law, on a  
38 case-by-case basis, and subject to the concurrence of the State  
39 Board of Education that priorities for service to high-need  
40 schools are met, the University of California and the programs

1 authorized pursuant to Sections 99220 through 99226, inclusive,  
2 may serve prekindergarten teachers, kindergarten teachers, and  
3 teachers of grades 1 to 12, inclusive, in participating school  
4 districts with programs in reading or mathematics when the  
5 average of the reading or mathematics portions of the  
6 achievement test authorized pursuant to Section 60640 is at or  
7 below the priority level for service in schools otherwise served  
8 by the California Professional Development Institutes.

9 (g) This section shall become operative on July 1, 2006.

10 SEC. 44. Section 99227 of the Education Code is repealed.

11 ~~99227. Within the criteria and priority for the selection of~~  
12 ~~participating school teams set forth in paragraph (2) of~~  
13 ~~subdivision (b) of Sections 99220, 99221, 99222, 99223, 99224,~~  
14 ~~and 99225, priority for the selection of teachers to participate in~~  
15 ~~the professional development institutes authorized pursuant to~~  
16 ~~those sections shall be determined in the following manner:~~

17 ~~(a) Teachers who have not participated in a professional~~  
18 ~~development institute in reading or mathematics that is~~  
19 ~~authorized pursuant to this article shall be accorded first priority~~  
20 ~~for training pursuant to this article.~~

21 ~~(b) Teachers who have participated in a professional~~  
22 ~~development institute in reading or mathematics that is~~  
23 ~~authorized pursuant to this article, but who have not yet received~~  
24 ~~supplemental training in the areas specified in paragraph (2) of~~  
25 ~~subdivision (a) of Section 99237 shall be accorded second~~  
26 ~~priority for training pursuant to this article.~~

27 ~~(c) Teachers who have participated in a professional~~  
28 ~~development institute in reading or mathematics that is~~  
29 ~~authorized pursuant to this article, and have received~~  
30 ~~supplemental training in the areas specified in paragraph (2) of~~  
31 ~~subdivision (a) of Section 99237 shall be accorded third priority~~  
32 ~~for training pursuant to this article.~~

33 SEC. 45. Sections 9, 20, 21, 25, and 44 of this act shall  
34 become operative on July 1, 2006.